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ABSTRACT

This study addresses the question of whether a State system of higher education based on different tiers (a community college system and a State university system) provides equal access and opportunity for minority students. Specifically, the study investigates access distribution, retention, and progression of minority students using Florida community colleges as the entry point toward the baccalaureate, graduate or professional degree. The report provides a history of Florida public community colleges and an analysis of the study's methodology. Data are presented regarding: (1) the distribution and enrollment trends and patterns in the Florida system of higher education; (2) undergraduate enrollment and number of degrees granted in the community college system; (3) the progression rate from community college to the State university system; (4) enrollment of students in the State university system; (5) estimated numbers of transfer students in the State university system; (6) retention and persistence of transfer students, especially blacks, in the State University; (7) the distribution of bachelor's degrees among black and white graduates; and (8) the racial and gender distribution of enrollment in two Florida law and medical schools. (Author/APM)

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ACCESS, RETENTION AND PROGRESSION OF BLACK STUDENTS THROUGH THE TWO-TIER FLORIDA HIGHER EDUCATION SYSTEM



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FOREWARD

The Southern Education Foundation and the family philanthropies which preceded it have had a special and continuing interest in the education of black Americans for more than a hundred years. The Foundation has been concerned particularly with programs aimed at increasing and improving higher education opportunities for blacks in the South.

In April, 1974, the SEF Board of Directors established an in-house project, the Higher Education Program, to address issues which were surfacing as a result of the then Adams v. Richardson case. Under this higher education component, the Foundation supported coalitions formed by citizens to monitor state desegregation plans, sponsored conferences and workshops, published papers, monographs, and documents, and awarded general grants which focused specifically on achieving equity in higher education in the ten states affected by the Adams case.

In September, 1978, the Higher Education Program proposed concentrating a major portion of its allocation on a Research Task Force which was formed to plan a research agenda for the Foundation and to commission research projects. This body of seven educators has commissioned ten studies since its inception; this document is presented as the third of the research efforts. The first report, A STUDY OF TITLE III IMPACT ON HISTORICALLY BLACK INSTITUTIONS, written by Dr. Cameron Fincher, Institute of Higher Education, University of Georgia, is available to the public at no cost. The second report, RECENT COLLEGE AND UNIVERSITY ENROLLMENT PATTERNS OF BLACK STUDENTS IN STATES AFFECTED BY ADAMS-CALIFANO LITIGATION, written by Dr. William Brazziel, University of Connecticut, and Marian Brazziel, Mansfield Center, Connecticut, may be purchased from the Foundation for \$3.00.

Copies of this report and subsequent publications will be available at a cost of \$3.00 each.

Thank you.

Southern Education Foundation
811 Cypress Street, N.E.
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ACCESS, RETENTION AND PROGRESSION OF BLACK
STUDENTS THROUGH THE TWO-TIER FLORIDA
HIGHER EDUCATION SYSTEM

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A Report Of Research Completed
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Introduction

This study addresses itself to the general question of whether a state system of higher education based on different levels or tiers does provide equal access and equal opportunity for minority students to achieve their academic and professional goals. Specifically, the study investigates access distribution, retention, and progression of minority students using Florida community colleges as the initial entry point to get a baccalaureate, graduate or professional degree.

When the California Master Plan for Higher Education was published in 1960 it became the best known planning document in the country. One of the key concepts developed in this Master Plan was access to higher education. However, the document defined accessibility in two different ways. First, it set specific admissions standards making the university and the state colleges fairly selective and the community colleges completely open door. Second, it called for the location of community colleges within commuting distance of most, if not all, prospective students. In 1969, Willingham¹ reported, "free access higher institutions in California are all most exclusively the public community colleges because only those in the top third of their high school class are admitted to the state colleges." In 1970, Eulan and Quinley² reported, "the popularity of junior colleges was clearly reflected in the responses of state legislators and executive officials. They were more positive in their evaluation of these colleges than of

any other aspect of higher education covered in the survey." In this same report which was prepared for The Carnegie Commission on Education, it was stated that an important factor in their favorable evaluation of junior colleges was the multiple function they could perform. These functions ranged from liberal arts oriented, from which sophomores could transfer to four year institutions, to vocational training centers, providing a place for late-bloomers to service the community. But in the concluding remarks of this report the author states, "Many state officials gave high priority to expanding junior colleges. They saw many advantages to these schools--economy, accessibility and curricula oriented to the basic vocational needs of individuals."³

From the beginning of the junior college movement the question was raised by many as to whether they were not just extensions of high school and as such, a terminal program institution. This argument was particularly relevant for those state systems following the California plan. The point was made by Willingham⁴ as early as 1970, that the poor, whether scoring high on tests or not, would, by economic necessity gravitate to the community colleges; without economic support, they would gravitate to the senior institutions within commuting distance. Amitai Etzioni expressed a more cynical view of the community college movement in an article in the Wall Street Journal in March 17, 1970 when he stated, "if we can no longer keep the floodgates closed at the admissions office, it at least seems wise to channel the general flow away from four-year colleges and toward two-year

extensions of high school in the junior and community colleges."

Bowles and Gintis see the two-year college phenomenon as a way to resolve the conflict between elite-training functions of the university and the greatly expanded number of students enrolled. An expansion of the number of students in higher education has thus been facilitated without undermining the elite status and function of the established institutions."⁵ A national study by the American Council on Education, as cited in Jerome Karabel's article in the Harvard Educational Review⁶, points up the sharp differences between social origins of students and attendance at various types of institutions. The survey revealed that 62 percent of students enrolled at public two-year colleges came from families with income under \$12,500 as compared to students at public universities where only 44 percent of the students enrolled came from families with income under \$12,500.

In many respects the community college represents a big holding operation for those students who cannot economically afford to go to a senior institution. Bowles and Gintis label the community college as a place where the majority of students are "programmed for failure."⁷ Burton Clark⁸ on the other hand, identifies this process as a "cooling out" process, bringing students' hopes into line with the realities of the job market. Bowles and Gintis summarize this situation by indicating that there are at least three times as many entering community college students who want to complete four or more years of college than have actually succeeded. Less than half receive even the two-year Associate of Arts degree."⁹

Clark provides some insight into this process and partially explains how the community colleges control the number enrolled in college preparatory programs:

"In the junior college, the student does not so clearly fail, unless he himself wishes to define it that way, but rather transfers to terminal work...The terminal student can be made to appear not so radically different, e.g., an 'engineering aide' instead of an 'engineer' and hence he goes to something with a status of his own."¹⁰

Most previous educational research involving race and sex comparisons has not focused on the type of higher educational institutions that students attend. Instead, the concern has been primarily with investigating "who goes to college" and the type of factors that determine college entry and subsequent educational attainment (Porter, 1974; Portes & Wilson, 1976; Kerckhoff & Campbell, 1977; Thomas, Alexander & Eckland, 1977; Thomas, 1977). Although this research addresses an important part of the issue of educational access, it does not address the type of higher educational institutions that students attend and their educational activities and experiences in such institutions. Alexander Astin (1977), who has probably provided the best evidence concerning the importance of considering where students go to college, stated the following:

"Many legislators and policy makers are content to define access simply as the student's ability to enroll somewhere. If institutions were roughly equivalent in their resources and offerings, that definition would probably make sense. However, institutions are by no means equivalent, and the student's future may depend as much on the kind of institution as on attendance versus nonattendance. With the proliferation of public

community colleges and the substantial financial aid now available to needy students, the real issue of access is not who goes to college, but who goes where to college."11

Apart from Astin (1977), only a few researchers have empirically focused on group differences in the type and quality of postsecondary institutions that students attend (Institute for the Study of Educational Policy-ISEP, 1976; Brown & Stent, 1977; Thomas, 1978). In evaluating the status of blacks in this respect, Howard University researchers (ISEP, 1976) noted that in 1973, blacks were disproportionately represented in two-year and junior colleges and in less prestigious four-year colleges. Thomas (1978) also observed that the proportion of blacks in non-four-year colleges somewhat exceeded the proportion of whites in the aggregate, based upon 1972 survey data.

Howard University researchers (ISEP, 1976) also noted that in 1974, about one-half of the B.A. degrees obtained by blacks were from traditionally black institutions; and that white women were more heavily concentrated in two-year private colleges than were white males. The sex difference between whites, however, was smaller than the race differences between blacks and whites. A central implication from this research is that while blacks and females may have gained entry to higher education, these groups--particularly blacks--may be receiving a very different type and quality of higher educational training.

It is safe to say that all those who view the role of community colleges in higher education would agree that it does well in providing middle level training in nursing, computer work, office skills and the health fields. The question remains, however, as to how effective the community colleges have been in providing college preparatory programs for those who wish to continue their college education at a senior institution. Both James E. Blackwell¹² and Jean Fairfax¹³ point out the critical need to have more black students entering graduate and professional training. In those states which rely on the community colleges to be the equal access point in higher education, the question is posed whether equal opportunity to progress to the next level of education is a reality or a myth.

FOOTNOTES

- ¹Warren W. Willingham, Free-access to Higher Education, New York College Entrance Examination, 1970, p. 55.
- ²Heinz Eulau and Harold Quinley, State Officials and Higher Education, New York: McGraw-Hill Book Company, 1970, p. 113.
- ³Ibid, pp. 177-178.
- ⁴Willingham, op. cit.
- ⁵Samuel Bowles and Herbert Gintis, Schooling in Capitalist America, New York: Basic Books, Inc. 1976.
- ⁶Jerome Karabel, "Community Colleges and Social Stratification," Harvard Educational Review, Vol. 42, No. 4, November 1972.
- ⁷Bowles and Gintis, op. cit., p. 211.
- ⁸Burton R. Clark, "The Cooling Out Function in Higher Education," The American Journal of Sociology, Vol. 65, No. 6, May 1960.
- ⁹Bowles and Gintis, op. cit.
- ¹⁰Clark, op. cit., p. 570.
- ¹¹A.W. Astin, "Equal Access to Postsecondary Education: Myth or Reality?" UCLA Educator, 1977, 19(Spring), 8-17.
- ¹²James E. Blackwell, The Participation of Blacks in Graduate and Professional Schools: An Assessment, Atlanta: Southern Education Foundation, 1977.
- ¹³Jean Fairfax, "Current Status of the Adams Case: Implication for the Education of Blacks and Other Minorities," The College Board, 1977.

THE FLORIDA SYSTEM OF HIGHER EDUCATION

The Florida system of higher education is used as the model state for this study. The primary reason for this is that among the "Adams States", Florida has progressed further in the establishment and use of community colleges to implement the equal access, equal opportunity provision.

In Florida's commitment to equal access and equal opportunity in public higher education adopted by the State Board of Education on September 6, 1977, the State reaffirmed its commitment to the goal of assuring equal educational opportunities in the Public Community College System and the State University System. Further, the State is committed to insuring that the System as a whole and each institution are open and accessible to all students, and operate on an equal opportunity basis without regard to race.

Governance and Structure

The State Board of Education is composed of seven elected State officials and has general supervision for all public education in Florida including the Division of Community Colleges as well as the State University System. Each of Florida's twenty-eight Community Colleges is governed by district boards of trustees, appointed by the Governor, approved by the State Board and confirmed by the Senate. These twenty-eight Community Colleges, fourteen of which also serve as area vocational-technical centers are the major component of the first tier. They provide

opportunity for post high school education at the freshman-sophomore level.

The State University System is governed by a state-wide Board of Regents, appointed by the Governor, approved by the State Board, and confirmed by the Senate. Florida's state universities operate on a "two-tiered" system with five universities accepting first-time-in-college students as well as upper-division and graduate students, while the other four universities enroll students at the upper-division and graduate levels only. Florida A and M University, Tallahassee; University of Florida, Gainesville; University of Central Florida, Orlando; University of South Florida, Tampa; and Florida State University, Tallahassee are the four-year institutions. The University of North Florida, Jacksonville; Florida Atlantic University, Boca Raton; Florida International University, Miami and the University of West Florida, Pensacola are upper-division institutions. All of these are Traditional White Institutions except Florida A and M which is the only State Traditional Black Institution. The State University System has a policy which limits lower level enrollment to insure that most high school graduates begin their college education in a community college.

In 1971 an articulation agreement between the Division of Community Colleges and the State University System assures access to upper division levels in any one of the nine universities for all of those with an Associate of Arts degree.

History of Florida's Public Community Colleges

Florida's public community colleges had their beginning in 1933 at which time Palm Beach Junior College in West Palm Beach was established as a public two-year college. From that date until 1947, when St. Petersburg Junior College changed from private to public, Palm Beach Junior College remained the only public community college in Florida. During the year 1947, the Florida Minimum Foundation Program was enacted allowing for combined state and local support for community colleges. With this incentive, two more public junior colleges were established in 1948: Chipola Junior College and Pensacola Junior College. In 1949, Washington Junior College, the first predominantly black institution, was opened in Escambia County. By 1972 the system was complete with 28 public community colleges in operation.

The initial report of the Council for the Study of Higher Education in Florida, issued in January 1955, included the following statement:

That the development of a system of public community colleges be undertaken on a sound basis as a way to which collegiate enrollment at the lower level can be dispersed and to provide for programs appropriate to a broader range of educational needs than can be met in a university program.

This and other recommendations of the Council were based upon the strong belief that there was a need for diversity in post-high school education. The needs of the State for post-high school education could best be met by a partnership among the State University System, a system of locally controlled

community colleges, and the private degree-granting institutions in the State.

Largely as a result of these recommendations, in 1955, the Florida Legislature established the Community College Council of Florida as an advisory body to the State Board of Education. The Council was charged with the responsibility for making long range plans for the expansion of community junior colleges in Florida. Although a number of community colleges were already in existence at the time the Council was established, the recommendations of the Council constitute the beginning of a community college system in Florida.

In 1957, the Florida Legislature authorized the establishment of the Division of Community Colleges within the State Department of Education, and appropriated funds to begin implementation of the master plan for community colleges. By 1966, all pre-dominantly black community colleges were phased out.

From the outset, Florida's community colleges were designed as comprehensive institutions and were so described in both law and regulation.

The implementation of the state-wide plan for community junior colleges has resulted in significant changes in the patterns of attendance in community colleges. The result is a substantially higher percentage of high school graduates in Florida continuing their education than had been feasible in the past. Another significant development affecting all higher education in the State is that the community colleges have become a major source

FLORIDA COMMUNITY COLLEGES

1. PENSACOLA JUNIOR COLLEGE
Pensacola, Florida
2. OKALOOSA-WALTON JUNIOR COLLEGE
Niceville, Florida
3. GULF COAST COMMUNITY COLLEGE
Panama City, Florida
4. CHIPOLA JUNIOR COLLEGE
Marianna, Florida
5. TALLAHASSEE COMMUNITY COLLEGE
Tallahassee, Florida
6. NORTH FLORIDA JUNIOR COLLEGE
Madison, Florida
7. LAKE CITY COMMUNITY COLLEGE
Lake City, Florida
8. FLORIDA JUNIOR COLLEGE
AT JACKSONVILLE
Jacksonville, Florida
9. SANTA FE COMMUNITY COLLEGE
Gainesville, Florida
10. ST. JOHNS RIVER COMMUNITY COLLEGE
Palatka, Florida
11. CENTRAL FLORIDA COMMUNITY COLLEGE
Ocala, Florida
12. DAYTONA BEACH COMMUNITY COLLEGE
Daytona Beach, Florida
13. SEMINOLE COMMUNITY COLLEGE
Sanford, Florida
14. LAKE-SUMTER COMMUNITY COLLEGE
Leesburg, Florida
15. PASCO-HERNANDO
COMMUNITY COLLEGE
Dade City, Florida
16. ST. PETERSBURG JUNIOR COLLEGE
St. Petersburg, Florida
17. HILLSBOROUGH COMMUNITY COLLEGE
Tampa, Florida
18. POLK COMMUNITY COLLEGE
Winter Haven, Florida
19. VALENCIA COMMUNITY COLLEGE
Orlando, Florida
20. BREVARD COMMUNITY COLLEGE
Cocoa, Florida
21. INDIAN RIVER COMMUNITY COLLEGE
Fort Pierce, Florida
22. SOUTH FLORIDA JUNIOR COLLEGE
Avon Park, Florida
23. MANATEE JUNIOR COLLEGE
Bradenton, Florida
24. EDISON COMMUNITY COLLEGE
Fort Myers, Florida
25. PALM BEACH JUNIOR COLLEGE
Lake Worth, Florida
26. BROWARD COMMUNITY COLLEGE
Fort Lauderdale, Florida
27. MIAMI-DADE COMMUNITY COLLEGE
Miami, Florida
28. FLORIDA KEYS COMMUNITY COLLEGE
Key West, Florida



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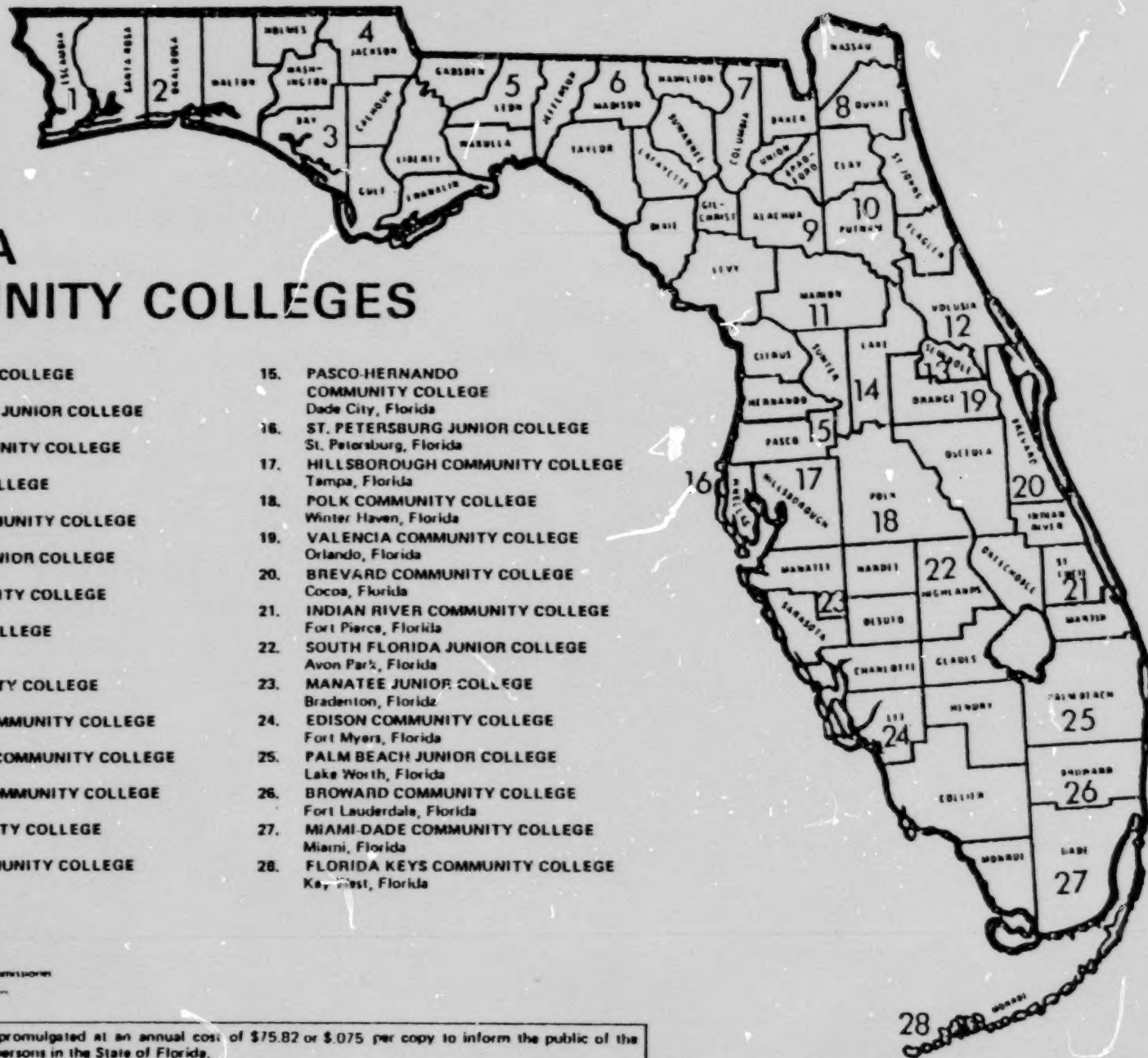


FIGURE 1

of students for the upper divisions of Florida's universities.

The community colleges' development in Florida was part of the free access college movement of the sixties. The locations of these community colleges assured, as Ferin observed, that 74 percent of all blacks were within commuting distance of one of the 28 community colleges. Figure 1 shows the location of the 28 community colleges.

Research Question

This study is designed to answer the question, "What is happening to the flow of students and the participation of blacks in this type of system?" The Florida System of Higher Education is one that is designed to redirect the flow of students seeking a college education. Figure 2 presents a diagram of this system for each level of education. The research question is whether the flow of students through the two-tier system provides equal access, retention and progression for blacks.

The flow of students begins with the recruitment of high school graduates. Approximately two-thirds of first-time-in-college students enter through the community college system. The other one-third enter the two-tiered State University System.

The second point of entry into the State University Systems' two-tiered system is as Associate of Arts degree graduates from one of the twenty-eight community colleges. They enter as juniors into the upper-division institutions or into the four-year institutions. Students who enroll in the upper-division institutions are primarily transfer students from the community colleges. Enrollment in the four-year institutions is composed of transfers and first-time entrants.

Level of
Education
Entering to
System

FIGURE 2

Location of Control Points in the Flow of
Undergraduate Students in Two Tier System

Profession Prog.		SUS 3 Universi- ties	
Ph.D.		SUS 4 Universities	
Masters		SUS 9 Universities	
Senior		SUS 4 - Upper Div Univ.	SUS 5 - 4 Year Univ. E
Junior		C	D
		↑	↑
		Pool of A.A. Graduates	
Sophomore		Div. of C.C. 28 C.C.	SUS 5 - 4 Year Univ.
Freshman		A	B
		↑ A	↑ B
		High School Graduates	

Student Flow Control Point

- A & B First time entrants of high school graduates
 C & D Break in institutional affiliation entrance of
 transfer students into two-tiered SUS
 E Retention of transfer students in 4 year universities

Further differentiation is found at the graduate and professional level. All nine institutions have Masters level programs, but only four have doctoral programs. Three of the universities have professional programs.

A number of student flow control points have been identified. These control points are located in the system where access, retention, and progression of minority students might be impeded by the nature of the system itself. These control points relate to entrance into the system of both high school graduates at the freshman level and transfer students at the junior level. The ability of transfer students to progress to the State University System has been identified as a control point. The final control point is the flow of transfer students within the State University System.

Data Collection

This study will draw on published data for enrollment figures from 1970 to 1978. The data are presented by the components of Florida's system of higher education.

The major part of the study will concentrate on the flow of students through the system and will use published and unpublished data for the three years 1976-77 to 1978-79.

The published data for community colleges are drawn from Equal Access-Equal Opportunity Data for Florida Community Colleges, fall 1976 through fall, 1978. Data on the State University System are drawn from the Board of Regents publication Desegregation Status Report, 1977-78 and 1978-79. The data on the number and distribution of Associate of Arts graduates who transfer to the

State University System were drawn directly from the tapes of the Feedback Studies of 1977-78 and 1978-79. The retention data were drawn from the Longitudinal Study of 1976-77. Both of these studies were conducted by the Division of Community Colleges and involved special tabulation to meet the purposes of this study. The data on Retention of Black Students at Florida State University were secured from a study conducted by the University.

The data of the School of Law are original data secured by the researcher from their files. The data on the Program in Medical Science were gathered by the staff.

UNDERGRADUATE ENROLLMENT, FLORIDA
SYSTEM OF HIGHER EDUCATION

The primary function of Table 1 is to identify the point of entry of black students in the Florida System of Higher Education, where possible trends in enrollment patterns will be noted. There are two features about the table which are important. First, statewide enrollments are allocated to the three components of the two-plus-two system; Community College and the State University System. Florida A & M University, the only Traditional Black Institution in the State University System, is tabulated separately as the third component. Second, in 1976 there was a change in our data base from full-time enrollments to total enrollment, full and part-time. This shift does not significantly affect the distribution patterns, but it does radically increase the number of students enrolled.

Distribution of Undergraduate Enrollment

In 1970, blacks represented 9.1 percent of full-time enrolled students in public higher education. Over half, 54.2 percent, were enrolled in the community colleges. Whites represented 90.8 percent of enrollment students with 55 percent in the community colleges. The major difference in distribution of blacks as compared to whites was the large concentration of blacks enrolled at Florida A & M, Traditional Black Institution, as compared with the heavy concentration of whites in the Traditional White Institutions. In 1976, blacks represented 15.1 percent of all students enrolled and 61.9 percent were located in community colleges. Fifty-two percent of all white students were enrolled

TABLE 1

Black Participation in Florida's Public Higher Education Enrollment Trends

	FALL 1970 ¹				FALL 1974 ¹				FALL 1976 ¹			
	Black Number	Percent	White Number	Percent	Black Number	Percent	White Number	Percent	Black Number	Percent	White Number	Percent
State Wide	10,378	9.1	103,741	90.9	14,550	10.9	118,770	89.1	20,596	15.1	115,685	84.9
Traditionally Black Instit.	3,841	98.5	58	1.5	3,545	95.5	168	4.5	4,132	91.6	381	8.4
S.U.S.TWI	913	1.9	46,434	98.1	2,754	4.6	57,056	95.4	3,715	6.0	54,813	94.0
Two Year Colleges	5,624	8.9	57,247	91.1	8,250	11.8	61,546	88.2	12,750	17.4	60,491	82.6
Percent of State Wide Totals												
Fl. A&M	37.0		.0		24.4		.0		20.1		.0	
SUS(TWI)	8.8		44.8		18.9		48.1		18.0		47.4	
Two Year Colleges	54.2		55.2		56.7		51.8		61.9		52.3	

	FALL 1976 ²				FALL 1977 ²				FALL 1978 ²			
	Black Number	Percent	White Number	Percent	Black Number	Percent	White Number	Percent	Black Number	Percent	White Number	Percent
State Wide	32,006	13.6	203,129	86.4	33,505	14.1	204,943	85.9	31,442	13.0	210,450	87.0
Traditionally Black Instit.	4,842	87.7	678	12.3	4,777	90.4	508	9.6	4,647	91.8	410	8.2
S.U.S.TWI	5,516	6.6	78,695	93.4	5,746	6.9	78,059	93.1	6,381	7.2	82,301	92.8
Two Year Colleges	21,648	14.9	123,756	85.1	22,982	15.4	126,376	84.6	20,414	13.8	127,739	86.2
Percent of State Wide Totals												
Fl. A&M	15.1		.0		14.2		.1		14.7		.0	
SUS(TWI)	17.2		38.8		17.1		38.1		20.3		39.1	
Two Year Colleges	67.6		61.1		68.6		61.6		64.9		60.8	

1. Full Time Enrollment

2. Full and Part-time Enrollment

in community colleges. During this seven year period, 1970-1976, the proportion of blacks in community colleges increased seven percent while the percentage of whites in community colleges decreased three percent. The distribution of blacks within the system has also changed. The percentage of blacks enrolled at Florida A & M decreased 17 percent. At the same time the percentage of blacks enrolled in the Traditional White Institutions increased to 18 percent.

In 1976 the community colleges began reporting "Opening Fall Enrollments, College Level Headcount", which included both full and part-time students. State University System data were also reported on this basis. In Table 1 a comparison of the 1976 data under the two systems of reporting is given so that we can see how this change affects the patterns of enrollment within the System of Higher Education.

When total headcount is used, blacks represent 13.6 percent of state-wide enrollment, with 67.6 percent of blacks registered in community colleges. This is compared to 61.1 percent of whites in community colleges. Between 1976 and 1978 black representation in the State University System was reduced to 14.7 percent. The percent of black students enrolled in community colleges was slightly less, 64.9 percent, than in 1976. The distribution of blacks in the State University System's Traditional White Institutions increased to 20.3 percent and was reduced to 14.7 percent at Florida A & M. The representation of blacks in the State University System's Traditional White Institutions increased slightly since 1976 but decreased in the community colleges.

Enrollment Trends

The increase in black enrollment in higher education was very dramatic in the first seven years of the decade. Full-time enrollment increased from 10,378 to 20,596 in 1976, an increase of 98.4 percent. In absolute numbers this represents an increase of 10,218 full-time students. The community colleges absorbed 70 percent of this increase, the State University System's Traditional White Institutions received 27.4 percent and Florida A & M received 2.6 percent. This is consistent with the mission of community colleges to be the access point for the majority of students enrollment in higher education.

After 1976 the increase in enrollment began to taper off for blacks. Total enrollment for blacks actually declined from 1976 to 1978 by 1.8 percent. More disturbing was the one year decline of 6.2 percent from 1977 to 1978. This represented a net loss of 2,061 black students. The community colleges had a decrease of 11.2 percent in black enrollment. Florida A & M University had a decline in black enrollment of 2.8 percent. The Traditional White Institutions increased black enrollment by 11.1 percent. But it is quite clear that under the two-plus-two system the community colleges have the greatest responsibility in the enrolling of blacks into higher education.

This previous section presented the enrollment pattern for all students enrolled. The following section deals with enrollment patterns of high school graduates in the years 1977 and 1978 and the options which they could take, the community college or the four-year universities.

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Enrollment Patterns, High School Graduates 1977

In 1977, there were 17,497 black high school graduates and 67,526 white graduates. Among high school graduates, blacks represented 20.6 percent. This in reality is the pool from which we can measure the representativeness of blacks as they progress through the system. The first step is the decision to continue their education. The entrance rate of black high school graduates to the Florida system of higher education is 25 percent. This is in contrast to 34.9 percent of white graduates who chose to continue. The differential entrance rates have reduced black representation to 15.7 percent, a loss of five percent from the point (20.6%) of graduation.

What option did these students have? Table 2 gives the outcome. Seventy-eight percent of black high school graduates entering the system enrolled in a community college. The remaining students split between the Traditional Black Institutions and the Traditional White Institutions of the State University System. Seventy-four percent of white high school graduates chose the community college route and the remainder went to a Traditional White Institution in the State University System. Given the option the high school entrants selected, blacks represent 16.3 percent of high school graduates going to community colleges, 6.9 percent of those going to Traditional White Institutions in the State University System and 96.6 percent of those going to Florida A & M.

As far as this class of high school graduates is concerned, there is an over-representation of blacks choosing the community

TABLE 2

Distribution of First Time Entrants to Undergraduate Study
by Type of Institution, 1977 and 1978

Type of Institution	1977		White ¹		1978		White ¹	
	Black Number	Percent	Number	Percent	Black Number	Percent	Number	Percent
State Wide	4,383	15.7	23,562	84.3	4,453	14.1	27,139	85.9
4 year TBI	515	96.6	18	3.4	468	95.5	12	4.5
4 year TWI	439	6.9	5,936	93.1	452	6.8	6,179	93.2
2 year(TWI)	3,429	16.3	17,608	83.7	3,533	14.4	20,948	85.6
<u>Percent of State Wide Totals</u>								
4 year TBI	11.8		.00		10.5		.00	
4 year TWI	10.0		25.2		10.1		22.8	
2 year(TWI)	78.2		74.8		79.4		77.2	

¹White Non-Hispanic

college and a large under-representation of blacks in the Traditional White Institutions in the State University System. It is also clear that white high school graduates are not entering Florida A & M University. There are two observations which can be made at this point: the community college route to higher education is the option which three-quarters of the high school graduates took and for which the system was designed. Blacks take this option more frequently than whites. Blacks are over-represented in the community colleges and under-represented in the State University System's Traditionally White Institutions.

Enrollment Patterns, High School Graduates, 1978

In 1978 there were 18,149 black high school graduates and 66,444 white graduates: among high school graduates blacks represent 21.5 percent. As pointed out previously this represents the pool from which we can measure the representativeness of blacks as they progress through the system. The first step is the decision to continue their education. In 1978, 4,453 or 24.5 percent black high school graduates made this choice. This is in contrast to 27,139 or 40.8 percent of white graduates who chose to continue. The decision to enroll has reduced black representation to 14.1 percent from the point of graduation.

The option these students took is given in Table 2. Seventy-nine percent of black high school graduates enrolled in a community college. The remaining black graduates split between the Traditional Black Institution and the Traditional White Institutions in the State University System. Seventy-seven percent of white graduates chose the community college route with the remainder going to a Traditional White Institution in the State University System. Given the option that these high school graduates selected, blacks represented 14.4 percent of graduates going to community colleges, 6.8 percent of those going to a Traditional White Institution in the State University System and 95.5 percent of those going to Florida A & M.

This class, like the 1977 graduates, has an over-representation of blacks choosing the community college route and a dramatic

under-representation in the Traditional White Institutions in the State University System. It still is true that white high school graduates are not entering Florida A & M as of 1978.

It is clear that the policy of selective admissions for entering freshmen in the State University System is working and as a result a higher proportion of high school graduates are being channeled into the community colleges.

TABLE REFERENCES

- ¹ Data for Table 1, drawn from Office for Civil Rights Report and Desegregation Status Report for 1977-1978 and 1978-1979, Board of Regents, Office for Equal Opportunity Program, State University System of Florida, August, 1979.
- ² Data for Table 2 compiled from Desegregation Status Reports, for 1977-1978 and 1978-1979.

TIER ONE: THE COMMUNITY COLLEGE SYSTEM

In the Florida system of higher education, the community colleges bear the major responsibility for providing free access to all who seek a college education. As seen in the previous section on undergraduate enrollment, the community colleges register approximately 60 percent of all students enrolled in the system and receive over 70 percent of high school graduates. A higher percentage of black students enter post secondary education through the community colleges. Because of this the recruitment and retention of black students is crucial to the realization of their educational goals.

Total Undergraduate Enrollment, 1976

Distribution of college level enrollment at each of the twenty-eight community colleges which make up the Division of Community Colleges is shown in Table 3. They varied in size from Miami-Dade with 34,139 college level enrollment to South Florida with 652 students. Enrollment of black students in 1976 varied from 6,552 at Miami-Dade to 52 at Florida Keys. Five community colleges: Miami-Dade; Broward; Florida Junior College, Jacksonville; Hillsborough; and St. Petersburg enrolled 80,755 or 51.6 percent of all community college students. They also enrolled 11,786 or 54.4 percent of all black students in the community college system. All five of these community colleges are located in large urban areas.

Blacks represent 13.8 percent of the total enrollment in the community college system, but representation varied from 5.2 percent at Okaloosa-Walton to 32.3 percent at North Florida Community College. Because of the large concentration of black

TABLE 3

OPENING FALL ENROLLMENT
COLLEGE LEVEL HEADCOUNT
(EXCLUDING NON-RESIDENT ALIEN AND UNCLASSIFIED COLLEGE LEVEL STUDENTS)

1976						1977					
1976 TOTAL	BLACK NO. PCT	HISPANIC NO. PCT	OTHER MINORITY NO. PCT	FEMALE NO. PCT		1977 TOTAL	BLACK NO. PCT	HISPANIC NO. PCT	OTHER MINORITY NO. PCT	FEMALE NO. PCT	
BREV	8249	754 9.1	76 0.9	196 2.4	3713 45.0	9118	912 10.0	108 1.2	135 1.5	4445 48.7	
BROW	13073	940 7.2	263 2.0	106 0.8	6733 51.5	12766	999 7.8	233 1.8	56 0.4	6799 53.3	
CFLA	2220	427 19.2	13 0.6	6 0.3	1102 49.6	2253	404 17.9	18 0.8	8 0.4	1217 54.0	
CHIP	984	192 19.5	4 0.4	6 0.6	505 51.3	970	190 19.6	2 0.2	5 0.5	505 52.1	
DAYT	3783	557 14.7	17 0.4	20 0.5	1859 49.1	3748	565 15.1	29 0.8	12 0.3	1951 52.1	
EDIS	2866	205 7.2	38 1.3	6 0.2	1584 55.3	3141	96 3.1	38 1.2	13 0.4	1765 56.2	
FJAX	11088	2069 18.7	37 0.3	78 0.7	5590 50.4	12343	2553 20.7	59 0.5	83 0.7	6737 54.6	
FKEY	911	52 5.7	62 6.8	22 2.4	400 43.9	955	59 6.2	63 6.6	17 1.8	469 49.1	
GULF	2126	224 10.5	12 0.6	19 0.9	900 42.3	3104	357 11.5	22 0.7	36 1.2	1565 50.4	
HILL	10328	1506 14.6	310 3.0	43 0.4	4861 47.1	10656	1575 14.8	222 2.1	58 0.5	5387 50.6	
INDR	4099	1072 26.2	22 0.5	68 1.7	2097 51.2	2937	510 17.4	24 0.8	27 0.9	1565 53.3	
LCTY	2300	504 21.9	19 0.8	9 0.4	632 27.5	2578	683 26.5	22 0.9	19 0.7	722 28.0	
LSUM	1297	204 15.7	7 0.5	6 0.5	556 42.9	1344	234 17.4	11 0.8	5 0.4	604 44.9	
MANA	4118	259 6.3	2 0.0	25 0.6	2039 49.5	4392	257 5.9	15 0.3	35 0.8	2309 52.6	
MIAM	34139	6552 19.2	9276 27.2	404 1.2	17698 51.8	33756	7013 20.8	9844 29.2	265 0.8	18568 55.0	
NFLA	449	145 32.3	0 0.0	0 0.0	243 54.1	472	141 29.9	5 1.1	3 0.6	270 57.2	
OKAL	2860	148 5.2	26 0.9	46 1.6	1207 42.2	3115	191 6.1	45 1.4	45 1.4	1389 44.6	
PALM	6533	713 10.9	205 3.1	38 0.6	3556 54.4	6600	723 11.0	204 3.1	42 0.6	3728 56.5	
PASC	1884	203 10.8	17 0.9	20 1.1	931 49.4	1859	125 6.7	13 0.7	27 1.5	986 53.0	
PENS	7117	869 12.2	36 0.5	123 1.7	3418 48.0	7460	952 12.8	41 0.5	130 1.7	3849 51.6	
POLK	3191	570 17.9	26 0.8	30 0.9	1696 53.1	3141	488 15.5	30 1.0	19 0.6	1821 58.0	
ST. J	1071	136 12.7	4 0.4	8 0.7	502 46.9	1209	132 10.9	6 0.5	10 0.8	647 53.5	
ST. P	12127	719 5.9	96 0.8	114 0.9	6468 53.3	12207	723 5.9	137 1.1	131 1.1	6818 55.9	
SANF	5776	1076 18.6	255 4.4	38 0.7	2989 51.7	6010	1284 21.4	166 2.8	37 0.6	3255 54.2	
SEMI	3302	327 9.9	50 1.5	33 1.0	1440 43.6	3478	356 10.2	68 2.0	67 1.9	1625 46.7	
SFLA	652	59 9.0	14 2.1	6 0.9	296 45.4	781	63 8.1	12 1.5	1 0.1	290 37.1	
TALL	2554	390 15.3	31 1.2	26 1.0	1363 53.4	2933	554 18.9	35 1.2	85 3.0	1689 57.6	
VALE	7316	776 10.6	90 1.2	112 1.5	3504 47.9	7612	843 11.1	108 1.4	109 1.4	3953 51.9	
TOT.	156412	21648 13.8	11008 7.0	1608 1.0	77882 49.8	160938	22982 14.3	11580 7.2	1484 0.9	84928 52.8	

TABLE 1
OPENING FALL ENROLLMENT
COLLEGE LEVEL HEADCOUNT
(EXCLUDING NON-RESIDENT ALIEN AND UNCLASSIFIED COLLEGE LEVEL STUDENTS)

1 9 7 8

	1978 TOTAL	BLACK NO. PCT	HISPANIC NO. PCT	OTHER MINORITY NO. PCT	FEMALE NO. PCT
BREV	8896	710 8.0	141 1.6	102 1.1	4602 51.7
BROW	14388	956 6.6	311 2.2	68 0.5	7999 55.6
CFLA	2214	388 17.5	25 1.1	8 0.4	1266 57.2
CHIP	1020	194 19.0	4 0.4	8 0.8	548 53.7
DAYT	3897	523 13.4	34 0.9	18 0.5	2167 55.6
EDIS	2912	138 4.7	50 1.7	45 1.5	1767 60.7
FJAX	11958	2369 19.8	84 0.7	112 0.9	6824 57.1
FKEY	912	47 5.2	66 7.2	15 1.6	440 48.2
GULF	3210	346 10.8	22 0.7	36 1.1	1621 50.5
HILL	10818	1432 13.2	336 3.1	115 1.1	5827 53.9
INDR	2808	408 14.5	32 1.1	23 0.8	1572 56.0
LCTY	2258	506 22.4	23 1.0	8 0.4	796 35.3
LSUM	1324	209 15.8	13 1.0	9 0.7	609 46.0
MANA	3614	202 5.6	12 0.3	24 0.7	1953 54.0
MIAM	32435	5991 18.5	12306 37.9	363 1.1	18240 56.2
NFLA	492	102 20.7	0 0.0	3 0.6	308 62.6
OKAL	3372	209 6.2	50 1.5	50 1.5	1619 48.0
PALM	7654	736 9.6	268 3.5	45 0.6	4503 58.8
PASC	1617	82 5.1	7 0.4	16 1.0	890 55.0
PENS	7077	867 12.3	44 0.6	113 1.6	3690 52.1
POLK	3131	428 13.7	30 1.0	11 0.4	1888 60.3
ST. J	1140	96 8.4	5 0.4	7 0.6	640 56.1
ST. P	13044	641 4.9	159 1.2	152 1.2	7585 58.1
SANF	6580	1150 17.5	153 2.3	83 1.3	3731 56.7
SEMI	3667	318 8.7	73 2.0	59 1.6	1785 48.7
SFLA	700	55 7.9	13 1.9	3 0.4	341 48.7
TALL	3043	547 18.0	20 0.7	66 2.2	1751 57.5
VALE	8405	764 9.1	152 1.8	105 1.2	4463 53.1
TOT.	162586	20414 12.6	14433 8.9	1667 1.0	89425 55.0

SOURCE: EF-1

enrollment in five of the community colleges, the recruitment of minorities is extremely crucial. The representation of blacks in the five institutions varies from a low of 5.9 percent at St. Petersburg to a high of 19.2 percent at Miami-Dade. Three out of the five have a higher percentage of blacks than does the system as a whole.

Total Undergraduate Enrollment 1977

In 1977, there were 22,982 blacks enrolled in the twenty eight community colleges, an increase of 6.2 percent. White enrollment increased only 2.4 percent. The five largest community colleges enrolled 81,728 or 50.6 percent of students in the twenty-eight community colleges. This represents an increase of only 1.2 percent over the previous year. Black enrollment was 12,863 or 56.0 percent of all blacks enrolled. This represents an increase of 9.1 percent in black enrollment at these five institutions.

In 1977, blacks represented 14.3 percent of total enrollment, but representation varied from 3.1 percent at Edison to 29.9 percent at North Florida. The representation of blacks in the five largest community colleges varied from 5.9 percent at St. Petersburg to 20.8 percent at Miami-Dade. Three out of five of the largest community colleges had a higher representation of blacks than did the system.

Total Undergraduate Enrollment 1978

Enrollment of blacks declined in 1978 to 20,414, a decrease of 11.2 percent, while white enrollment increased by only one percent.

The five largest community colleges enrolled 82,643 or 50.8 percent of all students in the twenty-eight community colleges. This represents an increase of 1.1 percent over 1977. Black enrollment was 11,389 or 55.8 percent of all black enrollment. But these five community colleges suffered a decline of 11.5 percent in the number of blacks enrolled. The decrease in black enrollment was greater for these five institutions than for the system. Miami-Dade suffered 17.5 percent decrease in black enrollment over the previous year, an absolute loss of 1,022 students. The remaining four sustained losses in black enrollment from 4.4 percent at Broward to 12.8 percent at St. Petersburg.

This loss in black enrollment in 1978 reduced the representation of blacks to 12.6 percent of total enrollment. Among the twenty-eight community colleges, black representation varied from 4.7 percent at Edison to 22.4 percent at Lake City Community College. Among the big five, black representation ranged from 4.9 percent at St. Petersburg to 19.8 percent at Florida Junior College at Jacksonville.

There is considerable variability among the twenty-eight community colleges in size and in representation of blacks in the college level program. The five largest community colleges, both in total enrollment and total black enrollment are located in the five largest metropolitan areas of Florida. Black enrollment declined some 11 percent in 1978 for all community colleges, but declined 17 percent in the community colleges serving the five largest metropolitan areas of Florida.

Parity Analysis, 1977 High School Graduates

Parity used in this study is the difference in the percent of white high school graduates enrolled as first-time entrants in the Florida System of Higher Education minus the percent of black high school graduates enrolled. When the percent of whites is higher than the percent of blacks, it represents a deficit of black students enrolled and is preceded by a negative sign.

In 1977, 25 percent of the black graduates were enrolled as first-time entrants in the system as undergraduates and 34.8 percent of white high school graduates were enrolled. Parity for the state is equal to 34.8 percent minus 25 percent, which equals 9.8 percent difference between the two, which represents a deficit of black students enrolled as undergraduate as compared to whites.

The figures given in Table 4 represents parity for those first-time entrants who enrolled in community colleges. If this deficit of -6.4 was met, it would mean that 1,134 more black high school graduates would be enrolled in the 28 community college system. Seventy-eight point two percent of black high school graduates and 74.8 percent of white graduates enter through the community colleges. Since the parity measure for the Florida System of Higher Education is -9.8 percent for the first-time entrants to undergraduate education, with the community colleges responsible for -6.46 percent then the State University System is responsible for the remaining deficit of -3.3 percent. This would mean an addition of 578

TABLE 4

PARITY ANALYSIS - 1977 HIGH SCHOOL GRADUATES

College	Public High School Graduates in Attendance Area			Public High School Graduates Enrolled First Time in College				
	Black	White	Percent Black	Black	Percent Black*	White	Percent White*	Parity**
Brevard	335	3,596	8.52	104	31.04	1,025	28.50	2.54
Broward	1,652	6,894	19.33	165	9.99	1,241	18.00	- 8.01
Central Florida	382	1,527	20.01	91	23.82	398	26.06	- 2.24
Chipola	235	771	23.36	59	25.11	246	31.91	- 6.80
Daytona Beach	428	1,709	20.03	66	15.42	391	22.08	- 7.46
Edison	257	2,519	9.26	22	8.56	465	18.46	- 9.90
Florida JC @ Jax.	2,059	4,896	29.60	499	24.24	1,327	27.10	- 2.87
Florida Keys	61	466	11.57	3	4.92	79	16.95	- 12.03
Gulf Coast	263	1,291	16.92	71	27.00	437	33.85	- 6.85
Hillsborough	944	4,831	16.35	380	40.25	1,909	39.52	0.74
Indian River	481	1,191	28.77	120	24.95	354	29.72	- 4.77
Lake City	198	691	22.27	44	22.22	246	35.60	- 13.38
Lake-Sumter	289	940	23.52	43	14.88	275	29.26	- 14.38
Manatee	348	2,187	13.73	45	12.93	461	21.08	- 8.15
Miami-Dade	3,044	6,275	32.66	763	25.07	2,025	32.27	- 7.21
*** North Florida	368	651	36.11	30	8.15	77	11.83	- 3.68
Okaloosa-Walton	149	1,963	7.05	39	26.17	558	28.43	- 2.25
Palm Beach	1,033	3,240	24.18	143	13.84	906	27.96	- 14.12
Pasco-Hernando	80	1,321	5.71	11	13.75	137	10.37	3.38
Pensacola	702	2,742	20.38	162	23.08	953	34.76	- 11.68
Polk	668	2,563	20.67	77	11.53	563	21.97	- 10.44
St. Johns	343	1,343	20.34	27	7.87	214	15.93	- 8.06
St. Petersburg	679	5,301	11.35	85	12.52	1,394	26.30	- 13.78
Santa Fe	455	1,061	30.01	178	39.12	681	64.18	- 25.06
Seminole	214	1,565	12.03					
South Florida	173	655	20.89	16	9.25	94	14.35	- 5.10
*** Tallahassee	864	1,040	45.38	89	10.30	313	30.10	- 19.80
Valencia	832	4,447	15.76	97	11.66	839	18.87	- 7.21
Total	17,536	67,676	20.58	3,429	19.55	17,608	26.02	- 6.46

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* Shown as percents of high school graduates

** Difference in percents

*** Large number of white students graduate from private rather than public high schools

SOURCE: Division of Public Schools and OCR BI Supplement

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black high school graduates attending the State University System. Including the community colleges this would mean an addition of 1,712 more black high school graduates in Floridas' two-plus-two system.

Individual community colleges vary greatly in their ability to reach parity, ranging from Brevard with +2.54 (favoring whites) to -25.06 in Santa Fe Community College. Only nine of the community colleges have a parity figure better or equal than the system figure of -6.46 percent. Only two of the five largest community colleges have a better parity ratio than the system.

Parity Analysis, 1978 High School Graduates

The parity deficit for the community colleges in 1978 was -11.95. If this deficit were met it would mean that 2,156 more black high school graduates would be enrolled in the twenty eight community colleges. But, this is assuming that all high school graduates are going to enter post secondary education through the community colleges. As we pointed out, only 79.4 percent of black and 77.2 percent of white high school graduates enter through the community college route. Actually 24.68 percent of black high school graduates and 40.84 percent of white high school graduates enter Florida's system of higher education. Thus the parity rate for the total system is -16.16, with the community colleges responsible for -11.95 and the State University System for -4.21 percent. If the State University System made up its deficit, it would result in 759 more black high school graduates being enrolled. The total deficit to be made up including community

TABLE 5
PARITY ANALYSIS - 1978 HIGH SCHOOL GRADUATES

College	Public High School Graduates in Attendance Area			Public High School Graduates Enrolled First Time in College				
	Black	White	Percent Black	Black	Percent Black*	White	Percent White*	Parity**
Brevard	345	3,664	8.61	90	26.09	1,214	33.13	- 7.04
Broward	1,347	6,946	16.24	86	6.38	1,354	19.49	- 13.11
Central Florida	429	1,427	23.11	88	20.51	385	26.98	- 6.47
Chipola	220	753	22.61	62	28.18	274	36.39	- 8.21
Daytona Beach	354	1,842	16.12	233	65.82	1,377	74.76	- 8.94
Edison	262	2,592	9.18	33	12.60	493	19.02	- 6.42
Florida JC @ Jax.	2,100	4,854	30.20	361	17.19	1,230	25.34	- 8.15
Florida Keys	32	442	6.75	7	21.88	54	12.22	+ 9.66
Gulf Coast	272	1,327	17.01	75	27.57	628	47.32	- 19.75
Hillsborough	1,430	4,836	22.82	328	22.94	1,773	36.66	- 13.72
Indian River	474	1,231	27.80	114	24.05	535	43.46	- 19.41
Lake City	188	737	20.32	41	21.81	241	32.70	- 10.88
Lake-Sumter	219	983	18.22	20	9.13	201	20.45	- 11.32
Manatee	283	2,347	10.76	51	18.02	635	27.06	- 11.04
Miami-Dade	3,440	5,734	37.50	716	20.81	1,864	32.51	- 11.70
***North Florida	344	593	36.71	44	12.79	147	24.79	- 12.00
Okaloosa-Walton	171	1,985	7.93	36	21.05	690	34.76	- 13.71
Palm Beach	900	2,897	23.70	107	11.89	924	31.90	- 20.01
Pasco-Hernando	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pensacola	886	2,829	23.85	227	25.62	1,141	40.33	- 14.71
Polk	685	2,654	20.52	155	22.63	1,109	41.79	- 19.16
Santa Fe	556	1,209	31.50	225	40.47	743	61.46	- 20.99
Seminole	183	1,598	10.28	36	19.67	360	22.53	- 2.86
South Florida	190	652	22.57	3	1.58	87	13.34	- 11.76
St. Johns River	250	1,405	15.11	21	8.40	223	15.87	- 7.47
St. Petersburg	670	5,089	11.63	86	12.84	1,727	33.94	- 21.10
***Tallahassee	928	1,132	45.05	182	19.61	648	57.24	- 37.63
Valencia	884	4,686	15.87	106	11.99	891	19.01	- 7.02
Total	18,042	66,444	21.36	3,533	19.58	20,948	31.53	- 11.95

* Shown as percents of high school graduates

** Difference in percents

*** Large number of white students graduate from private rather than public high schools

SOURCE: Division of Public Schools and OCR BI Supplement

colleges would be 2,915 more black high school graduates pursuing their post secondary goals in the Florida education two-plus-two system.

Individual community colleges vary greatly in their ability to reach parity ranging from +9.66 at Florida Keys to -37.63 at Tallahassee Community College. The five largest community colleges enrolled 55.2 percent of all black high school graduates in 1977. In 1978 they enrolled only 44.6 percent, an absolute loss of 20.0 percent. The decline in parity for these five are given below:

	<u>1977</u>	<u>1978</u>
Broward	- 8.01	-13.11
Florida JC @ Jax	- 2.87	- 8.15
Hillsborough	+ .74	-13.72
Miami-Dade	- 7.21	-11.70
St. Petersburg	-13.78	-21.10

The loss in total enrollment in the Community College System for 1978 is related to the widening of the parity gap at these five schools. Equal access of first time students in these five metropolitan areas of Florida is decreasing as measured by the parity index.

Parity as a measure of access for high school graduates, when applied not only to community colleges but the total system, increased in 1977 from -6.46 for the community college system to -9.8 for the two-plus-two system with the State University System showing a deficit of -3.3 percent. In 1978 parity for the total two-plus-two system is -16.16 with the community colleges responsible for -11.95 and the State University System for -4.21. If this

deficit had been met in 1977, 1,712 more black high school graduates would have been enrolled. In 1978 it would have resulted in 2,915 black high school graduates in the system. The accumulative effect is great, resulting in a two-year loss of 4,627 black high school graduates.

Earned Associate of Arts Degree

A necessary condition for continuing your education if you entered the Florida System of Higher Education through the community college route is receiving the Associate of Arts Degree. This is your passport to any one of the nine institutions in the State University System. The enrollment for the Community College System analyzed earlier represents students who have enrolled for college level work leading to the Associate of Arts Degree and in a few instances the Associate of Science Degree. However, it is the Associate of Arts Degree which allows you to enter the State University System as a junior. This automatic acceptance of the first two years of basic studies was negotiated in 1971 between the Division of Community Colleges and the State University System. It is known as the Articulation Agreement. It is academic assurance that the first two years of college will be accepted at face value in the State University System.

Table 6 gives the number of Associate of Arts degrees awarded in a three-year period 1975-76 through 1977-78. The total number of Associate of Arts degrees has been declining over the three year period at the same time as the number of

TABLE 6

ASSOCIATE DEGREES EARNED

	AA DEGREES			1975 - 1976 AS DEGREES			ALL DEGREES			AA DEGREES			1975 - 1977 AS DEGREES			ALL DEGREES		
	NO.	PCT		NO.	PCT		NO.	PCT		NO.	PCT		NO.	PCT		NO.	PCT	
	TOT. BLACK	BLACK		TOT. BLACK	BLACK		TOT. BLACK	BLACK		TOT. BLACK	BLACK		TOT. BLACK	BLACK		TOT. BLACK	BLACK	
BREVARD	850	35	4.12	356	11	3.09	1206	48	3.81	876	32	3.65	379	32	8.44	1255	64	5.10
BROWARD	800	26	3.25	438	13	2.97	1238	39	3.15	945	29	3.07	419	18	4.30	1364	47	3.45
CENTRAL FLORIDA	256	41	16.02	113	10	8.85	369	51	13.82	254	39	15.35	109	8	7.34	363	47	12.95
CHIPOLA	242	37	15.29	15	5	33.33	257	42	16.34	204	32	15.69	13	5	38.46	217	37	17.05
DAYTONA BEACH	387	14	3.62	225	14	6.22	612	28	4.58	430	30	6.98	225	22	9.78	655	52	7.94
EDISON	361	33	9.14	96	5	5.21	457	38	8.32	360	23	6.39	107	3	2.80	467	26	5.57
FLA JC AT JAX	1354	124	9.14	338	31	9.17	1692	155	9.16	1206	93	7.71	375	33	8.80	1581	126	7.97
FLORIDA KEYS	98	9	9.18	64			162	9	5.56	110	6	5.45	86			196	6	3.06
GULF COAST	348	21	6.03	162	13	8.02	510	34	6.67	323	15	4.64	156	4	2.56	479	19	3.97
HILLSBOROUGH	1200	110	9.17	269	21	7.81	1469	131	8.92	1053	121	11.49	379	18	4.75	1432	139	9.71
INDIAN RIVER	747	70	9.37	641	108	16.85	1388	178	12.82	266	34	12.78	116	9	7.76	382	43	11.26
LAKE CITY	198	30	15.15	130	1	0.77	328	31	9.45	158	22	13.92	165	10	6.06	323	32	9.91
LAKE-SUNTER	144	4	2.78	39	2	5.13	183	6	3.28	186	11	5.91	20	1	5.00	206	12	5.83
MANATEE	469	8	1.71	183	7	3.83	652	15	2.30	452	10	2.21	217	11	5.07	669	21	3.14
MIAMI-DADE	4504	461	10.24	1164	125	10.74	5668	586	10.34	4384	549	12.52	1154	138	11.96	5538	687	12.41
NORTH FLORIDA	134	28	20.90				134	28	20.90	141	29	20.57				141	29	20.57
OKALOOSA-WALTON	372	12	3.23	50	2	4.00	422	14	3.32	349	2	0.57	59	5	8.47	408	7	1.72
PALM BEACH	636	52	8.18	377	11	2.92	1013	63	6.22	700	63	9.00	373	22	5.90	1073	85	7.92
PASCO-HERNANDO	178	11	6.18	27	1	3.70	205	12	5.85	252	13	5.16	56	2	3.57	308	15	4.87
PENSACOLA	984	57	5.79	340	17	5.00	1324	74	5.59	1079	81	7.51	388	17	4.38	1467	98	6.68
POLK	425	33	7.76	217	16	7.37	642	49	7.63	501	45	8.98	236	20	8.47	737	65	8.82
ST. JOHNS RIVER	145	4	2.76	35	2	5.71	180	6	3.33	158	4	2.53	23	5	21.74	181	9	4.97
ST. PETERSBURG	1335	55	4.12	548	19	3.47	1883	74	3.93	1435	53	3.69	627	27	4.31	2062	80	3.88
SANTA FE	1029	119	11.56	317	4	1.26	1346	123	9.14	696	63	9.05	238	19	7.98	934	82	8.78
SEMINOLE	409	27	6.60	33			442	27	6.11	428	28	6.54	47	2	4.26	475	30	6.32
SOUTH FLORIDA	52	1	1.92	3			55	1	1.82	66			29			95		
TALLAHASSEE	502	16	3.19	82	11	13.41	584	27	4.62	520	45	8.65	65	2	3.08	585	47	8.03
VALENCIA	740	47	6.35	359	28	7.80	1099	75	6.82	853	58	6.80	401	24	5.99	1254	82	6.54
SYSTEM TOTAL	18899	1485	7.86	6621	477	7.20	25520	1962	7.69	18385	1530	8.32	6462	457	7.07	24847	1987	8.00

TABLE 6 (Continued)

ASSOCIATE DEGREES EARNED

	AA DEGREES			1977 - 1978 AS DEGREES			ALL DEGREES		
	NO.	PCT		NO.	PCT		NO.	PCT	
	TOT.	BLACK	BLACK	TOT.	BLACK	BLACK	TOT.	BLACK	BLACK
BREVARD	912	32	3.51	412	23	5.58	1324	88	4.15
BROWARD	714	22	3.08	356	20	5.62	1070	42	3.93
CENTRAL FLORIDA	318	42	13.21	145	9	6.21	463	81	11.02
CHIPOLA	258	30	11.63	18	7	38.89	276	37	13.41
DAYTONA BEACH	409	30	7.33	219	24	10.96	628	84	8.60
EDISON	376	14	3.72	96	2	2.08	472	16	3.39
FLA JC AT JAX	1231	123	9.99	421	43	10.21	1682	166	10.05
FLORIDA KEYS	111	8	4.50	90	3	3.33	201	8	3.98
GULF COAST	264	21	7.95	111	6	5.41	375	27	7.20
HILLSBOROUGH	1048	116	11.07	384	21	5.47	1432	137	9.57
INDIAN RIVER	246	59	23.98	186	14	7.53	432	73	16.90
LAKE CITY	160	17	10.63	129	9	6.98	289	26	9.00
LAKE-SUNTER	146	8	5.52	19	2	10.53	164	10	6.10
MANATEE	388	22	5.67	236	16	6.78	624	38	6.09
MIAMI-DADE	4225	517	14.60	1225	171	13.96	5450	788	14.46
NORTH FLORIDA	116	33	28.48				116	33	28.48
OKALOOSA-WALTON	348	9	2.59	63	2	3.17	411	11	2.68
PALM BEACH	696	63	9.05	366	21	5.74	1062	84	7.91
PASCO-HERNANDO	237	20	8.44	63	4	6.35	300	24	8.00
PENSACOLA	1091	113	10.36	393	24	6.11	1484	137	9.23
POLK	463	42	9.27	213	22	10.33	666	64	9.61
ST. JOHN'S RIVER	176	18	9.82	38	1	2.78	212	16	7.55
ST. PETERSBURG	1388	75	5.40	412	28	4.58	2000	103	5.15
SANTA FE	864	98	11.46	355	36	10.14	1209	134	11.08
SEMINOLE	471	30	6.37	81	2	3.92	522	32	6.13
SOUTH FLORIDA	72			9			81		
TALLAHASSEE	582	43	7.39	82	2	2.44	664	48	6.78
VALENCIA	1014	72	7.10	404	18	4.46	1418	90	6.35
SYSTEM TOTAL	18363	1771	9.68	6694	530	7.92	24997	2301	9.21

black Associate of Arts degrees has been increasing. In 1975-76, 7.8 percent of all Associate of Arts degrees were awarded to blacks, in 1977-78 the number had increased to where black representation was 9.7 percent.

Since data are not available to follow a cohort of entering freshmen through the two years necessary to complete the Associate of Arts degrees, another indicator was used. The number of Associate of Arts degrees awarded to blacks for each of the three years was related to the total number of blacks enrolled for the appropriate year 1975-76 through 1977-78. This gives the percentage of blacks completing their Associate of Arts program. A comparable percentage was computed for white students. The percentages are given below:

	<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>
Black	7.86	8.32	9.68
White	14.14	12.06	11.54

In 1975-76, the gap in completion of Associate of Arts program between black and white was 6.28 percent, but in 1977-78 this gap had narrowed to 1.86 percent. Although there is some difference in the rate of completion of the Associate of Arts program, the present trends suggest that parity will be reached in the near future.

Individual community colleges vary greatly in the number of Associate of Arts degrees awarded. The five community colleges in the metropolitan areas of Florida, the big five, dominate the awarding of Associate of Arts degrees as well. During the three years, 1975-76 through 1977-78, they awarded approximately 48.3

percent of all Associate of Arts degrees awarded and 51.5 percent of Associate of Arts degrees awarded to blacks.

Summary

In the two-plus-two system in Florida, tier one institutions have been very successful in enrolling the majority of students in the Florida System of Higher Education. However the system has not been as successful in recruiting first-time entrants of black high school graduates equal to that of whites. The parity analysis points up a real deficit in this area and from our data, the deficit is increasing. This represents a big loss for blacks at the initial point of entry in the two-plus-two system. Retention of students in the community college system is difficult to assess, but the percentage receiving the Associate of Arts degree related to enrollment points up a differential loss for blacks even though the gap is narrowing.

One of the unique features of the two-plus-two system is the lack of continuity at one institution. For those who have received their Associate of Arts degree, they now have to apply to one of the nine universities in the State University System for admission. How many students fail to bridge this break in their academic career? This question is addressed in the next section on progression from the community colleges to the State University System.

TABLE REFERENCES

- ¹Tables 3, 4, 5 and 6 reproduced from Equal Access-Equal Opportunity Data for Florida Community Colleges, Fall, 1976, Fall, 1977 and Fall, 1978.

THE PROGRESSION RATE FROM COMMUNITY COLLEGE
TO THE STATE UNIVERSITY SYSTEM

In a two-tier system such as in Florida, retention takes on added significance for the student's progression in the system. After receiving the Associate of Arts degree, the community college graduate must transfer to the State University System for the last two years of his education. The question is how many graduates progress from the community college to the State University System.

The Feedback Studies: Division of Community Colleges

The most accurate data available to answer these questions have been collected by the Division of Community Colleges. This information is referred to as "The Feedback Studies". It was started in 1976-1977 and continued through 1978-1979. In the first year, only four community colleges participated. In 1977-1978, twenty-one participated and in 1978-1979 twenty-seven were included. Our analysis will be limited to the last two studies.

Methodology

Each community college was requested to furnish certain information including name and social security number of all graduates of all programs for a particular academic year. This information was put on tape and matched with the State University System's "First-Time Enrolled Students" tapes. This matching process gives us information as to which of these students were enrolled at which of the nine state universities by race and gender. Those who were not enrolled within the State University

System represent those students who did not continue or who had enrolled in a private institution within the State, or matriculated outside of Florida. It is assumed that because of the economic status of most students, they remain in the State and those who were not found in the matching process did not move up in the system. In 1977-1978 only 16 of the 21 community colleges participating had data suitable for our analysis.

The scope of the 1978-1979 study was more extensive in that it included all students who left the community college system. It includes those who graduated as well as those who did not complete a program. The same procedure of matching with the State University System tapes of first-time enrolled students as of January 1979 was followed. Although 27 community colleges participated this time we were only able to include 21 because of incomplete information. The major limitations of these data are that information needed in this study was either not collected or completed in a way that would permit us to complete our analysis by race and gender. As a result the study for each year is considered a separate sample and as such is internally consistent for those community colleges in the analysis.

The Feedback Study: Academic Year 1977-78

These studies specifically address the problem of progression from the community college to the State University System. In the academic year 1977-78, the 16 community colleges for which adequate data were available reported 13,942 Associate of Arts graduates. Table 7 gives the distribution of total Associate

TABLE 7

DISTRIBUTION OF ASSOCIATE OF ARTS DEGREES RECEIVED AND NUMBER CONTINUING IN STATE
UNIVERSITY SYSTEM BY RACE AND GENDER FOR SIXTEEN COMMUNITY COLLEGES 1977-1978

Schools	Black Males		Black Females		White Males		White Females		Other Males		Other Females		Totals	
	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.
(1) Brevard	11	6	12	7	377	182	332	138	30	10	22	12	784	355
(2) Fla. J.C. @ Jax.	46	25	77	22	542	260	520	289	24	13	20	10	1285	610
(3) Hillsborough	30	9	69	28	394	161	383	177	16	4	34	16	926	395
(4) Lake City	14	3	3	2	81	47	58	31	2	2	-	-	158	85
(5) Lake Sumpter	14	1	16	1	153	36	126	38	1	1	4	1	315	79
(6) Manatee	4	3	17	9	188	115	167	86	3	2	1	0	381	165
(7) Miami Dade	254	94	384	103	1094	464	1083	414	632	289	713	414	4160	1663
(8) Okaloosa-Walton	3	1	6	2	142	83	164	97	4	2	8	5	328	191
(9) Palm Beach	37	10	73	19	596	193	588	172	38	15	26	7	1348	406
(10) Pasco-Hernando	1	-	9	-	115	20	86	22	3	1	-	-	214	43
(11) Polk	16	10	26	3	194	77	197	80	5	1	4	2	442	173
(12) St. Johns River	2	-	4	3	35	14	25	12	1	1	3	1	70	31
(13) St. Petersburg	20	11	34	13	569	292	476	232	6	3	8	5	1116	559
(14) Santa Fe	25	14	65	28	309	173	222	71	58	36	29	15	805	437
(15) Seminole	12	6	18	11	235	121	185	95	11	5	1	1	462	239
(16) Valencia	33	15	59	38	480	261	409	206	16	5	12	8	989	513

of Arts graduates and a distribution of those who continued their education in the State University System by community college. Table 8 gives a summary of this information. Given below are progression rates for all sixteen community colleges as well as by race and gender. The progression rate is percentage

Progression Rates 1977-78

Total 16 community colleges	43.9
Black	35.1
Male	39.8
Female	32.2
White	45.0
Male	45.8
Female	44.3
Other	44.6
Male	46.1
Female	43.3

of Associate of Arts degree recipients who enrolled in the State University System in January of 1978. The loss in this transfer is great. For all students in our sample only 44 out of every hundred reached the junior year. This is comparable to only 44 percent of the sophomore class returning for their junior year in a four year institution. The differential rate of progression by race indicates that whites and "others" have ten percent more students making the transition than blacks. Sex differences within each of the race categories do not vary much except for the 7.6 percent differential between black males and females. Black females not only suffer in comparison with black males, but also in comparison with white females. The differential is 12.1 percent. Black males have a 6 percent deficit in comparison with white males. There are obviously two factors involved

TABLE 8

Feedback Study of Sixteen Community College AA
Graduates, Academic Year 1977-78 by Registration
in State University System, Calendar Year
(January 1978 by Race and Gender)

Race & Gender	Registered in SUS		Did Not Regi- ster in SUS		Total AA Program	
	Number	Percent	Number	Percent	Number	Percent
Black Male	208	3.4	314	4.0	522	3.7
Black Female	277	4.5	583	7.5	860	6.2
White Male	2,545	41.7	3,005	38.4	5,550	39.8
White Female	2,260	37.0	2,854	36.5	5,122	36.7
Other Males	391	6.4	457	5.8	848	6.1
Other Females	382	6.3	503	6.4	885	6.4
Unknown	47	.8	108	1.4	155	1.1
TOTAL	6,100	100.0	7,824	100.0	13,942	100.0

* Only students with an AA Degree. There were an additional 2,159 transfer students whose degree was an AS or undetermined at time information was collected. This would give us an overall carryover quotient of 59.4%. If we look at only AA degrees the carryover quotient would be 43.9%.

in this deficit, one race and one sex. As a result black females have the lowest progression rate from community college to one of the state universities.

The progression rate for the sample represents the composite measure of all 16 community colleges in the study. It is clear that there is considerable variability among these two year institutions in size, faculty and administration, and in comprehensiveness of the program. It is assumed that these and other factors would produce considerable variations in the progression rate of these individual two year institutions.

As shown in Table 9, variations exist not only in the progression percentage among the community colleges but by race and gender within each community college. These percentages can be compared to those given for all 16 community colleges. Ten of the 16 community colleges had a total progression percentage higher than the 43.9 percent for the group. Eight of the 16 community colleges had a progression percentage higher than the 39.8 percent for black males. Ten of the community colleges had a higher progression percentage for black females than the 32.2 for the group. But in the case of black males seven of the eight community colleges graduated less than 20 black males and 20 black females. In the case of black females nine out of the ten graduated less than 20 black males and 20 black females. The deficit by race and sex in the progression rate

TABLE 9

Progression Rate From Community College to State University System
By Race and Gender By Community College 1977-1978

Community College	Progression Rate						Total
	Black Males	Black Females	White Males	White Females	Other Males	Other Females	
Fla. J.C.	54.3	28.6	48.0	55.5	54.2	50.0	52.5
Brevard	54.5*	58.3*	48.3	41.6	33.3	54.5	45.3
Lake City	21.4*	66.6*	58.0	53.4	100.0*	-	53.8
Lake Sumpter	7.1*	6.2*	23.5	30.2	100.0*	25.0*	31.5
Manatee	75.0*	52.9*	61.2	51.5	66.6*	0.0*	56.7
Miami Dade	37.0	26.8	42.4	38.2	45.7	41.9	40.0
Palm Beach	27.0	26.0	32.4	29.2	39.5	26.9	30.1
Polk	62.5*	11.5	39.7	40.6	20.0*	50.0*	39.1
Seminole	50.0*	61.1*	51.5	51.4	45.4*	100.0*	51.7
St. John	0.0*	75.0*	40.0	48.0	100.0*	33.3*	44.3
St. Petersburg	45.0*	38.2	51.3	48.7	50.0*	62.5*	50.1
Valencia	45.4	64.4	54.4	50.4	31.2*	66.6*	51.9
Pasco Hernando	0.0*	0.0*	17.4	25.6	33.3*	-	20.1
Okaloosa Walton	33.3*	33.3*	58.4	59.1	50.0*	62.5*	58.2
Santa Fe	56.0	43.1	56.0	32.0	65.4	51.7	54.3
Hillsborough	30.0	40.6	40.9	46.2	25.0*	47.0	42.6
System	39.8	32.2	45.8	44.3	46.1	43.2	43.9

* 20 or less A.A. graduates

for the total sample came mainly from six community colleges; Florida Junior College, Miami Dade, Palm Beach, Santa Fe, Valencia and Hillsborough. These six community colleges graduated 76 percent of all blacks with an Associate of Arts degree and 76 percent of all blacks graduated who went on to the State University System. The deficit of black males and females as compared to white males and females is given below. Four out of the six community colleges had a deficit of black males and

Deficit in Progression Percent, 1977-78

	WM% - BM%	WF% - BF%
Florida JC	---	26.9
Miami Dade	5.4	11.4
Palm Beach	5.4	3.2
Valencia	9.0	---
Santa Fe	0.0	---
Hillsborough	10.9	5.6

black females entering the State University System with the highest deficit being found with black females at Florida Junior College and Miami Dade.

Translated into loss of black males it represents among individual community colleges a range from a high of 73 percent to a low of 44 percent. For black females it represents a loss from individual community colleges of 57 percent to 72 percent. The variation in the progression rate of black females is less, 15.5 percent, than for black males, 29 percent, but the mean loss is higher for females than for males. As compared to white, black rates have a relatively small variation, the pattern by sex is similar with white male rates having a greater variation than females, but also a lower-mean loss.

The Feedback Study: Academic Year 1978-79

In the academic year 1978-79, the 21 community colleges for which adequate data were available reported 17,200 Associate of Arts graduates. Table 10 gives the distribution of these graduates. In addition, it gives the distribution of those graduates who did and did not go forward to one of the upper division universities in the State system as of January 1979 by Community College. Table 11 presents a summary of this information. Given below are the progression rates for our sample of 21 community colleges by race and gender. As stated earlier, the progression rate is the percentage of Associate of Arts degree recipients who enrolled in the State University System in January 1979. There is a loss in this transfer for all the students in our cohort; 44 out of every 100 students transfer to the State University System for their junior year. The differential progression by race indicates that whites and others have 13 percent more students making the transition than blacks. Sex differences within race vary little except for "other" where there is a 4.8 percent differential.

Progression Percent 1978-79

Total 21 community college sample	44.1
Black	32.9
Male	32.6
Female	33.0
White	46.7
Male	47.7
Female	45.7
Other	46.4
Male	48.9
Female	44.1

TABLE 10

DISTRIBUTION OF ASSOCIATE OF ARTS DEGREES RECEIVED AND NUMBER CONTINUING IN STATE
UNIVERSITY SYSTEM BY RACE AND GENDER FOR TWENTY-ONE COMMUNITY COLLEGES 1978-1979

Schools	Black Males		Black Females		White Males		White Females		Other Males		Other Females		Totals	
	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.	TAA	AA Con't.
(1) Brevard	135	7	148	15	931	221	931	195	40	6	39	8	2224	452
(2) Central Florida	12	4	26	9	108	55	105	46	3	2	2	1	257	118
(3) Edison	6	4	15	6	174	92	171	79	4	4	3	2	373	187
(4) Fla. J.C. @ Jax.	45	27	88	40	482	269	451	237	7	5	5	4	1086	590
(5) Florida Keys	1	-	5	1	19	6	27	6	5	1	6	1	63	15
(6) Gulf Coast	15	8	17	8	144	81	162	82	3	1	-	-	341	180
(7) Hillsborough	35	16	57	18	406	197	404	212	13	7	14	11	930	462
(8) Lake City	12	1	7	1	82	36	59	25	2	-	1	1	153	64
(9) Lake-Sumpter	5	1	4	3	69	25	89	52	-	-	-	-	167	81
(10) Manatee	3	2	7	2	196	102	215	114	3	2	4	3	428	225
(11) Miami-Dade	194	60	378	90	944	439	949	400	687	327	819	354	3951	1670
(12) Okaloosa-Walton	1	-	7	5	117	71	156	89	9	4	4	1	294	170
(13) Palm Beach	42	16	96	44	553	289	601	302	45	29	33	17	1370	697
(14) Pasco-Hernando	3	-	1	-	83	31	92	43	1	1	1	-	181	75
(15) Polk	11	4	37	13	167	76	199	81	6	4	5	4	425	182
(16) St. Johns River	2	1	2	-	25	8	21	14	-	-	-	-	50	23
(17) St. Petersburg	7	5	32	11	560	317	581	305	10	6	15	6	1205	650
(18) Santa Fe	58	29	124	60	626	321	645	325	112	65	64	32	1629	872
(19) Seminole	9	5	20	12	192	198	177	97	5	2	9	5	412	219
(20) Tallahassee	33	16	46	20	268	160	299	155	5	3	3	1	654	355
(21) Valencia	24	7	43	13	454	247	458	246	9	5	12	7	1000	525

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TABLE 11

Feedback Study of Twenty-One Community College AA
 Graduates, Academic Year 1978-79 by Registration
 in State University System, Calendar Year
 (January 1979 by Race and Gender)

Race & Gender	Registered in SUS		Did Not Regi- ster in SUS		Total AA Program	
	Number	Percent	Number	Percent	Number	Percent
Black Male	213	2.7	440	4.7	653	3.8
Black Female	383	5.0	789	8.3	1,172	6.8
White Male	3,143	40.4	3,441	36.5	6,584	38.3
White Female	3,105	39.9	3,678	39.1	6,783	39.5
Other Male	474	6.1	495	5.2	969	5.6
Other Female	458	5.9	581	6.2	1,039	6.0
TOTAL	7,776	100.0	9,424	100.0	17,200	100.0

The major differential in progression percent seems to be related to race where blacks suffer a 13 percent deficit as compared to whites and "others".

Individual community colleges vary greatly in the rate of progression of students to the State University System. Table 12 presents the progression rate for each community college by race and gender. These percentages can be compared to those in Table 9 for sixteen community colleges. Fourteen of the twenty-one community colleges had a total progression percent higher than the 44.1 percent for the cohort. Thirteen community colleges also had a progression percentage higher than 32.6 and 33 for black males and females respectively, but eight of the community colleges graduated less than 20 males and 20 females with Associate of Arts degree.

The deficit of 13 percent between black and white progression given above for the total sample is found mainly among the eight community colleges graduating more than 20 black males and 20 black females. These eight community colleges (Brevard, Florida Junior College at Jacksonville, Santa Fe, Tallahassee, Valencia, Hillsborough, Miami Dade, and Palm Beach) produced 75 percent of all Associate of Arts graduates from the twenty-one community colleges in this cohort. They are responsible for 85 percent of all black graduates entering the State University System.

The deficit of black males and females as compared to white males and females is given below. In these eight community colleges, the deficit between black male Associate of Arts

TABLE 12

RATE OF PROGRESSION FROM COMMUNITY COLLEGE TO STATE UNIVERSITY SYSTEM

BY RACE AND GENDER BY COMMUNITY COLLEGE, 1978-79

Community College	Holding Power Index						Total
	Black Males	Black Females	White Males	White Females	Other Males	Other Females	
Brevard	5.2	10.1	23.7	20.9	15.0	20.5	20.3
Fla. J.C.	60.0	45.4	55.8	52.5	71.4*	80.0*	54.3
Fla. Keys	0.0*	20.0*	31.6*	22.2	20.0*	16.7*	23.8
Gulf Coast	53.3*	47.0*	56.2	50.6	33.3*	-	34.1
St. Petersburg	71.4*	34.3	59.8	52.3	60.0*	40.0*	53.9
Santa Fe	50.0	48.4	51.3	50.4	58.0	50.0	51.1
Seminole	55.5*	60.0*	51.0	54.8	40.0*	55.5*	53.2
Tallahassee	48.5	43.5	59.7	51.8	60.0*	33.3*	54.3
Valencia	29.2	30.2	54.4	53.7	55.5*	58.3*	52.5
Hillsborough	45.7	48.6	48.5	52.5	53.8*	78.6*	49.7
Lake City	8.3*	14.3*	43.9	42.4	0.0*	100.0*	41.8
Lake Sumpter	20.0*	75.0*	36.2	58.4	-	-	48.5
Manatee	66.6*	28.6*	52.0	53.0	66.6*	75.0*	52.6
Miami Dade	30.9	23.8	47.5	42.1	47.6	43.2	42.3
Okaloosa Walton	0.0*	71.4*	60.7	57.1	44.4*	25.0*	57.8
Palm Beach	38.1	45.8	52.3	50.2	64.4	51.5	50.9
Pasco Hernando	0.0*	0.0*	37.3	46.7	100.0*	0.0*	41.4
Polk	36.3*	35.1	45.5	40.7	66.6*	80.0*	42.8
St. Johns	50.0*	0.0*	32.0	66.6	-	-	46.0
Central Fla.	33.3*	34.6	50.9	43.8	66.6*	50.0*	45.9
Edison	66.6*	40.0*	52.9	46.2	100.0*	66.6*	50.1

*20 or less AA Graduates

graduates' progression to an upper division university and white males varies from zero at Florida Junior College to 25.2 percent at Valencia. The deficit of black females over white females varies from 2.0 percent at Santa Fe to 23.5 percent at Valencia.

Deficit in Progression Percent, 1978-79

	WM% - BM%	WF% - BF%
Brevard	18.5	10.8
Florida JC	none	7.1
Hillsborough	2.8	3.9
Miami Dade	16.6	18.3
Palm Beach	14.2	4.4
Santa Fe	1.3	2.0
Tallahassee	11.2	8.3
Valencia	25.2	23.5

Summary Feedback Studies

Although the State University System and the Division of Community Colleges have had an articulation agreement for some years, whereby all Associate of Arts degrees will be accepted for the first two years, this has not completely bridged the gap between the two. In the academic year 1977-78, the State University System lost 56.4 percent of all Associate of Arts graduates from the 16 community colleges in our study. In absolute numbers this represented 7,824 students. The 1978-79 study indicates that 54.8 of all Associate of Arts graduates from the 21 community colleges did not register in the academic year 1978-79 at one of the nine universities. In absolute numbers this represents 9,424 students. In both years there was a differential loss suffered by blacks over whites of ten and

fourteen percent. This represented 897 black Associate of Arts graduated in 1978 and 1,229 in 1979. The two-tier system is often referred to as the two-plus-two system but for students choosing this route to achieve their post-secondary goals, it is in reality a two-minus-two system.

TABLE REFERENCES

¹Table 7, Compiled from Tape of Division of Community College, Placement and Follow-up Study Feedback System for 1977-1978.

²Table 8, Compiled from Tape of Division of Community College, Placement and Follow-up Study, Feedback System for 1978-1979.

TIER TWO, STATE UNIVERSITY SYSTEM, THE CONVERGENCE
POINT IN FLORIDA'S SYSTEM OF HIGHER EDUCATION

The uniqueness of the two-plus-two system is in the flow of students through its three types of institutions of higher education. Some students are eligible for a non-stop educational experience; others have to transfer. In this section the analysis will focus on the number and distribution of transfer students in the two types of universities comprising the State University System. The institutions designed specifically to receive transfer students are the four upper-division universities. The five four-year universities also accept transfer students for the last two years of their college education.

New students enter the State University System either as transfers from the Community College System, or as freshmen through the four-year universities. Which of these two routes contribute most to the flow of students into the State University System? A comparison of the contribution of each educational route to the total enrollment for any one year can be made at this convergence point in the two-tier system.

The accumulative contribution of those students choosing the community college transfer route can be made by the use of another set of data. As a result of the "Articulation Agreement" between the Division of Community Colleges and the State University System, reports on the number and characteristics of transfer students have been published since 1973. These reports utilize data on former community college students who

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were in the State University System as far back as 1971. The data used have been taken from the publication Articulation, issues 1973 through 1978.

The data used to assess the flow of transfer students to the upper-division and four-year institutions for the last two years of their education are drawn from, Desegregation Status Report for 1977-78 and 1978-79, Board of Regents, Office of Equal Opportunity Program, State University System of Florida, August 1979.

Estimate of Transfer Students 1977-78

The Board of Regents data were used to make estimates of the flow of community college graduates to the State University System. It was assumed that most of the transfers in 1977-78 were from the community colleges. This assumption is probably correct for upper-division universities. For four-year universities, it would result in an over-estimate since they receive transfers from the other four-year and two-year colleges. If we bear this in mind, the figures given below represent the transfers into the State University System for the upper-division and four-year institutions for 1977-78. This number is related to the number of graduates from the community colleges in 1976-77 to give a progression rate.

	1976-77 Grads of 28 Comm. Col.	Entrants of Community College and Other Transfers to Undergraduate 1977-78		
		Upper Div.	4 yr.	Total
Black	1,530	255	444	699
White	15,018	2,683	7,548	10,231
TOTAL	16,548	2,938	7,992	10,930

The four Traditional White Institutions, upper-division universities received only 255 or 16.6 percent of black graduates and 17.8 percent of the white graduates. The Traditional White Institutions, four-year universities received a total of 7,992 or 48.3 percent of the graduates. More black graduates, 29.0 percent, enrolled at the Traditional White Institution, four-year universities than the upper-division institutions.

The progression rate for blacks from community colleges to the State University System was 45.7 percent and for whites it was 68.1 percent. This represents a deficit of 22.4 percent at the transfer point. In the previous section where we analyzed this phenomenon for the cohort of sixteen community colleges, progression rates were lower but the difference between black and white was not as great. It is felt that both black and white progression rates are inflated here because they include all transfers. But, if we take the progression rates from the "Feedback Study" for 1977-78 as the low estimate, and the progression rates from here, it will give us some boundaries. The limits around the progression rate for blacks is a low of 35.1 percent to a high of 45.7 percent and for whites it varies from 45.0 percent to a high of 68.1 percent. The differential in these limits vary from a low of 10.6 percent to a high of 23.1 percent.

In following the flow of students in the two-plus-two system, 68.1 percent of the eligible white students made the transfer. Of that number, 73.7 percent transferred to the Traditional White Institution, four-year universities. Only

45.7 percent of the blacks who were eligible made the transfer and, of this group, 63.5 percent entered the Traditional White Institution, four-year university.

Estimate of Transfer Students 1978-79

The same assumptions are made about the analysis for 1978-79 as for the previous year. In 1978-79, the four Traditional White Institution, upper-division universities received only 241 or 13.6 percent of black graduates and 18.6 percent of white graduates. The Traditional White Institution, four-year universities received 24 percent of the black graduates and 50.4 percent of the white graduates.

	1977-78 Grads of 28 Comm. Col.	Entrants of Community College and Other Transfers to Undergraduate 1978-79		
		Upper Div.	4 yr.	Total
Black	1,771	241	425	666
White	14,535	2,702	7,320	10,022
TOTAL	16,306	2,943	7,745	10,688

The progression rate for blacks from the twenty-eight community colleges to the State University System was 37.6 percent and 68.9 percent for whites. This represents a deficit of 31.3 percent at the transfer point in the education of blacks. In the previous section, when we analyzed this phenomenon in the cohort of twenty-one community colleges, the progression rates were lower and the deficit was less. It is felt as before that the progression rates used here for all community colleges are inflated because they include all transfers. But if we take the progression rates from the "Feedback Study" for 1978-79 as the low estimate and these data as the high estimate, it will give us some boundaries around which to place estimates. The progression rates for blacks varies little between the two studies, 32.9 to 37.6 percent as compared to the white rate

which varies from 46.7 percent to 68.9 percent. The deficit between blacks and whites would vary from a low of 13.8 percent to a high of 31.3 percent.

First-Time-In-College Student 1977-78

The two-tier system was designed to give two alternatives to achieve an undergraduate education. In the previous sections, the impact of the transfer route and enrollment in the State University System was presented. This section presents the impact on enrollment from the non-stop route, entrance as freshmen into one of the four-year universities. This limits enrollments of first time entrants to the five four-year universities. The Board of Regents summaries are used.

In the academic year 1977-78, 6,908 students from within the State were first-time entrants. Blacks represented 13.8 percent or 954 students. In this same academic year, 10,930 students entered the State University System through the transfer route from the 28 community colleges. Black representation among the transfer students was 6.4 percent. Representation of blacks was twice as high among first-time entrants into the System as from the transfer route. It is true that the contribution of the community colleges represents the survival of students through the first two years and the first time entrants represent initial admission. The point made here is the relative contribution and representation of students in the system at a particular point of entry. Retention studies which are hard to come by are needed desperately to answer these questions.

The total number of blacks entering the State University System this academic year was 1,653 or 42 percent as junior transfers and 58 percent as entrants through the four-year universities. This is in contrast to the 63.2 percent of all white students entering the State University System who were community college transfers and 36.8 percent first time entrants.

The five four-year universities were not equally attractive to the first time entering black students. Florida A & M, the only Traditional Black Institution, recruited 515 or 54 percent of all entering black freshmen. Table 13 gives the distribution of first time entering students by race and university. Equal access of first entrants in the four-year institutions is far from being accomplished. The attractiveness of Florida A & M is quite evident and may be due to the lower entrance requirements.

First-Time-In-College Students, 1978-79

In the academic year 1978-79, there were 7,111 students from within the State that were first time entrants. Blacks represented 12.9 percent or 920 students. In this same academic year, 10,688 students entered the State University System through the transfer route from the twenty-eight community colleges. Black representation among the transfer students was 6.2 percent. Representation of blacks was approximately twice as high among first year entrants into the system as from the transfer route.

The total number of blacks entering the State University System this academic year was 1,586; 42 percent as junior transfers and 58 percent as first time entrants through the four-year universities. This is in contrast to the 61.9 percent of all

TABLE 13

Entrance to Undergraduate Study from High School
in Academic Year 1977-78, Four-Year Institutions

Institution	Black	White	Total	Percent Black
Florida A & M Univ.	515	18	533	96.62
Florida State Univ.	258	1497	1755	14.70
Univ. of Florida	92	2389	2481	3.71
Univ. of So. Florida	79	1303	1382	5.72
Univ. of Cen. Florida	10	747	757	1.32
TOTAL	954	5954	6908	13.81

TABLE 14

Entrance to Undergraduate Study from High School
in Academic Year 1978-79, Four-Year Institutions

Institution	Black	White	Total	Percent Black
Florida A & M Univ.	468	12	480	97.50
Florida State Univ.	293	1691	1984	14.77
Univ. of Florida	94	2380	2464	3.41
Univ. of So. Florida	68	1329	1297	4.87
Univ. of Cen. Florida	7	799	786	.89
TOTAL	920	6191	7111	12.93

white students entering the State University System who were community college transfers and 38.1 percent who were first time entrants.

The five four-year universities were still not equally attractive to the first time entering black student. Florida A & M University recruited 468 or 50.8 percent of entering black freshmen. Table 14 gives the distribution of first time entering students by race and university. Equal access of first time entrants in the four-year institutions is far from being accomplished. The attractiveness of Florida A & M is still quite evident. With the exception of Florida State University, the four-year, Traditional White Institutions had very low black representation in the freshman class.

Contribution of Community College Transfers to
Total Enrollment in the State University System

The previous discussion centered on the annual flow of students feeding into the State University System, transfers and first time entrants. As mentioned, estimates of transfers are inflated because they include students mostly from out of state. The best estimate available of the accumulative impact of transfers from the community colleges is the information contained in the Articulation reports. The information presented in Table 15 represents the number and distribution of all transfer students in the State University System for any particular year. Since the 1973 data have over 50 percent of the students unclassified,

TABLE 15

Florida Community College Transfer Students
Attending Florida Public Universities in the
Fall by Race, 1973-1978

Race	1973		1974		1975		1976		1977		1978	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Black	219	1.1	1,416	5.3	2,044	5.3	2,270	7.0	2,507	7.5	2,544	7.7
Hispanic	45	.3	567	2.1	1,851	5.8	2,150	6.6	2,388	7.1	2,489	7.6
White	8,444	43.2	24,107	89.7	26,402	83.1	26,679	81.9	27,300	81.6	26,691	81.1
Other	43	.2	96	.3	413	1.3	522	1.6	663	1.9	718	2.1
Unclassified	10,770	55.2	704	2.6	1,070	3.4	963	3.0	596	1.8	484	1.5
Total	19,521	100.0	26,890	100.0	31,780	100.0	32,584	100.0	33,454	100.0	32,926	100.0

the base year for comparison will be 1974. The dramatic increase was in the first three years, 1973, 1974 and 1975 when the full impact of the Articulation Agreement was felt. This was true for total transfers as well as for minorities.

Given below is a breakdown of total full-time, black/white enrollment for the State University System by transfer and non-transfer students for 1974.

	Academic Year 1974-75					
	Transfer		Non-Transfer		Total	
	N	%	N	%	N	%
Black	1,416	5.5	4,874	12.8	6,290	9.9
White	24,107	94.5	33,117	87.2	57,224	90.1
TOTAL	25,523	100.0	37,991	100.0	63,514	100.0

In 1974, 40.2 percent of the State University System enrollment was due to the students who had come through the community colleges. Representation of blacks among community college transfers was only 5.5 percent. Representation of non-transfer blacks was more than double, 12.8 percent. The contribution of non-transfers to total enrollment was 60 percent. By the academic year 1976-77, the contribution of community college transfers to total full-time and part-time black/white enrollment in the State University System was 28,948 or 32.2 percent. The decrease from 1974 is partially due to a different basis of headcount. Representation of blacks in the transfer population has increased to 7.9 percent and in the non-transfer population to 13.3 percent.

Summaries of the two academic years 1977-78 and 1978-79 are presented to allow comparisons with the annual flow of transfers and non-transfer students in the system.

Academic Year 1977-78

	<u>Transfer</u>		<u>Non-Transfer</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Black	2,506	8.4	8,016	13.5	10,523	11.8
White	27,300	91.6	51,267	86.5	78,567	82.2
TOTAL	29,897	100.0	59,283	100.0	89,090	100.0

There was little change in the percentage of total enrollment coming from the community college transfers, 33.5 percent. Representation of blacks in both transfer and non-transfer remain about the same, 8.4 percent and 13.5 percent respectively.

The information for 1978-79 is given below:

Academic Year 1978-79

	<u>Transfer</u>		<u>Non-Transfer</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Black	2,544	8.7	8,484	13.2	11,028	11.8
White	26,691	91.3	56,020	86.8	82,711	88.2
TOTAL	29,235	100.0	64,504	100.0	93,739	100.0

There was a slight reduction in the percentage contribution of the community college transfers to total State University System enrollment, 31.1 percent as compared to 33.5 percent. Representation of blacks in the transfer and non-transfer populations remain about the same.

Differential Flow of Students Into The
State University System

By combining the information from the Attrition Study with that from the enrollment study, it is possible to get some estimate of the contribution of the community college system. Given below is a summary of the proportion of students enrolled in the State University System who were reported as former community college students by race. This contribution seems to remain fairly constant

Total Transfer Present as Percent of
Total SUS Enrollment

	<u>1974*</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
Black	22.5	21.9	24.4	23.1
White	42.1	33.6	34.7	32.3
TOTAL	40.2*	32.3	33.4	31.2

*full-time only

for three years. One out of four blacks enrolled in the State University System were former community college students as compared to one out of three whites. This differential exists in a system geared to provide easier access to a college degree for black students.

If we relate the transfers entering each year rather than those present, a similar pattern exists. On an annual basis, the

Annual Entrance of Transfers As Percent
of Total Enrollment

	<u>1977</u>	<u>1978</u>
Black	6.6	6.1
White	13.0	12.1
TOTAL	12.3	11.4

differential is twice as great and the percentage of State University System enrollment which are first year transfers from community colleges is decreasing for both black and white students.

Distribution of Undergraduate Enrollment, 1976-1978

The shift in enrollment patterns in the State University System at any time is a product of the combined choices of first time entrants and transfers. We have identified the number and direction of the flow of both black and white

students. Table 16 presents the results of these choices on enrollment in the nine universities. When we group the eight predominantly white institutions by four-year and upper-division universities, the enrollment patterns for black and white students are quite different.

During the period 1976 to 1978, black enrollment decreased by 4.1 percent at Florida A & M University. On the other hand, black enrollment at the four-year predominantly white universities increased 19.8 percent as compared to 9.0 percent at the predominantly upper-division universities.

	<u>Black Enrollment</u>				Percent Change 1976-1978
	<u>1976</u>	<u>Percent</u>	<u>1978</u>	<u>Percent</u>	
Florida A & M University	4,842	46.7	4,647	42.1	- 4.1
Four-Year Universities	3,644	35.2	4,336	39.4	19.8
Upper-Division Universities	1,876	18.1	2,045	18.6	9.0
TOTAL	10,358	100.0	11,028	100.0	6.7

As of 1978, 42.1 percent of the blacks enrolled in the State University System were enrolled at Florida A & M University with another 39 percent distributed among the other four-year predominantly white universities.

TABLE 16

STATE UNIVERSITY SYSTEM UNDERGRADUATE AND UNCLASSIFIED STUDENTS ENROLLMENT SURVEY
FALL 1976 AND FALL 1977
RACE/ETHNIC IDENTIFICATION

STATE UNIVERSITIES PREDOMINANTLY WHITE INSTITUTIONS	FALL 1976				FALL 1977			
	* TOTAL ENROLLMENT	NON-HISPANIC		PERCENT BLACK	* TOTAL ENROLLMENT	NON-HISPANIC		PERCENT BLACK
		WHITE	BLACK			WHITE	BLACK	
FLORIDA ATLANTIC UNIVERSITY	5756	5127	363	6.31	6303	5595	357	5.66
FLORIDA STATE UNIVERSITY	16526	14552	1389	8.40	15072	13983	1523	9.60
UNIVERSITY OF FLORIDA	22172	20262	1050	4.74	24079	21654	1181	4.90
UNIVERSITY OF SOUTH FLORIDA	10564	17070	931	4.76	17203	15642	874	5.06
UNIVERSITY OF CENTRAL FLORIDA	8595	8092	274	3.19	9498	8745	785	4.85
UNIVERSITY OF WEST FLORIDA	4314	3903	304	7.05	4355	3982	282	6.48
FLORIDA INTERNATIONAL UNIVERSITY	9239	5960	889	9.62	9644	6001	897	9.30
UNIVERSITY OF NORTH FLORIDA	7300	2919	316	9.56	2603	2377	247	9.21
PREDOMINANTLY WHITE INSTITUTIONS	69474	78685	5516	6.16	89715	78059	5746	6.40
FLORIDA A AND M UNIVERSITY **	5630	670	4842	85.87	5411	508	4777	88.28
STATE UNIVERSITY SYSTEM	95113	79363	10350	10.89	95126	78567	10523	11.06

*TOTAL INCLUDES AMERICAN INDIANS OR ALASKAN NATIVES, ASIAN OR PACIFIC ISLANDERS, HISPANICS, BLACKS, WHITES, AND NON-RESIDENT ALIENS. TOTAL DOES NOT INCLUDE THOSE STUDENTS WHO DID NOT ELECT TO REPORT RACE. TOTAL INCLUDES FULL AND PART-TIME UNCLASSIFIED STUDENTS.

**PREDOMINANTLY BLACK INSTITUTION.

SOURCE: OF 2302-2.3 - FALL ENROLLMENT AND COMPLIANCE REPORT FOR 1976-77 AND 1977-78.

TABLE 16

STATE UNIVERSITY SYSTEM UNDERGRADUATE AND UNCLASSIFIED STUDENTS ENROLLMENT SUMMARY
FALL 1978
RACE/ETHNIC IDENTIFICATION

61/71/79.

STATE UNIVERSITIES PREDOMINANTLY WHITE INSTITUTIONS	* TOTAL ENROLLMENT	FALL 1978 NON-HISPANIC		PERCENT BLACK
		WHITE	BLACK	
FLORIDA ATLANTIC UNIVERSITY	6416	5610	391	6.09
FLORIDA STATE UNIVERSITY	16904	13977	1673	10.48
UNIVERSITY OF FLORIDA	25169	22332	1317	5.93
UNIVERSITY OF SOUTH FLORIDA	20950	19057	995	4.96
UNIVERSITY OF CENTRAL FLORIDA	9912	8909	351	3.54
UNIVERSITY OF WEST FLORIDA	4333	3909	310	7.15
FLORIDA INTERNATIONAL UNIVERSITY	10252	8290	1852	18.26
UNIVERSITY OF NORTH FLORIDA	3379	3021	292	8.64
PREDOMINANTLY WHITE INSTITUTIONS	95595	82391	6301	6.66
** FLORIDA A AND M UNIVERSITY	5224	419	4647	88.95
STATE UNIVERSITY SYSTEM	100919	82711	11028	10.94

*TOTAL INCLUDES AMERICAN INDIANS OR ALASKAN NATIVES, ASIAN OR PACIFIC ISLANDERS, HISPANICS, BLACKS, WHITES, AND NON-RESIDENT ALIENS. TOTAL DOES NOT INCLUDE THOSE STUDENTS WHO DID NOT ELECT TO REPORT RACE. TOTAL INCLUDES FULL AND PART-TIME UNCLASSIFIED STUDENTS.
**PREDOMINANTLY BLACK INSTITUTION.

SOURCE: OF 2300-2.3 - FALL ENROLLMENT AND COMPLIANCE REPORT FOR 1977-78 AND 1978-79.

During this same period white enrollment at Florida A & M University decreased by 39.6 percent while increasing at the predominantly white four-year institutions by 4.4 percent. The largest increase in white enrollment was at the predominantly white upper-division institutions. White enrollment, as contrasted to black enrollment, is heavily concentrated in the predominantly white four-year universities.

White Enrollment

	<u>1976</u>	<u>Percent</u>	<u>1978</u>	<u>Percent</u>	<u>1976-1978</u>
Florida A & M Universities	678	.8	410	.5	-39.6
Four-Year Universities	60,776	76.6	63,465	76.7	4.4
Upper-Division Universities	17,909	22.6	18,836	22.8	5.2
TOTAL	79,363	100.0	82,711	100.0	4.2

Black representation in each of the three types of institutions increased from 1976 to 1978. More important, however, is the differential representation of blacks by type of institution. In 1978, the black/white percentage in the State University System was 11.8. A major cause of this was the high representation of blacks at Florida A & M University. In the predominantly white four-year universities, black representation is only 6.4 percent. At the predominantly white upper-division universities, black representation is 9.8 percent.

Representation of Blacks

	1976		1978	
	Total Black/ White	Percent Black	Total Black/ White	Percent Black
Florida A & M University	5,520	87.7	5,057	91.8
Four-Year Universities	64,420	5.7	67,801	6.4
Upper-Division Universities	19,781	9.5	20,881	9.8
TOTAL	89,721	11.5	93,739	11.8

Preliminary data for Fall, 1979 for the State University System indicated a total black/white enrollment of 96,628. This represents an increase of 3.1 percent over 1978. Black enrollment was down slightly from 11,028 in 1978 to 11,004 in 1979. Black representation in the State University System was also reduced from 11.8 percent to 11.4 percent. Black representation at the three types of institutions remained approximately the same as in 1978.

TABLE REFERENCES

¹Data for Tables 13 and 14 Compiled from Desegregation Status Report, for 1977-1978 and 1978-1979.

²Data for Table 15 drawn from report Articulation for years 1973 through 1978. Division of Community College.

³Table 16, reproduced from Desegregation Status Report for 1977-1978 and 1978-1979.

RETENTION AND PERSISTENCE OF TRANSFER STUDENTS IN THE
STATE UNIVERSITY SYSTEM

After the black student has survived the first two years and received the Associate of Arts degree and has survived the cross-over phenomena from Community College to one of the nine State universities, the last lap in obtaining a baccalaureate degree is retention in the upper-division and four-year institutions. The Board of Regents at present is conducting a State University System-wide retention study. The data are not available at this time but should be ready for publication within the next three months. However, the Division of Community Colleges had conducted a longitudinal study of a select group of Associate of Arts transfers. This is known as the Longitudinal Study 1975-76. It compares a group of community college transfer students, with the Associate of Arts degree, with a group of native students who began within the University as a freshman directly out of high school. The three universities participating were the University of Florida at Gainesville, University of South Florida at Tampa, and the University of Central Florida at Orlando.

The Division of Community Colleges has followed these students through seven quarters. The data were not tabulated by race and sex and this necessitated special runs to make it consistent with controls used in the study.¹ As pointed out previously, one of the difficulties of a study such as this is that there is no one source or no one study that will answer all

the questions we have posed. Thus, where possible, we double-checked to see if our data are in any way comparable even though they represent different studies. In this case the average age of transfer students to each of the universities corresponds with the average age reported in the Attrition Study. The average age of the transfer students at the University of South Florida was 24, at the University of Florida it was 21, and at the University of Central Florida, it was 24 years. The average age of the native student who entered the university as a freshman at the time of the study which means that one has completed two years of his college education, was 20 at the University of Florida; 21 for the University of Central Florida and 21 for the University of South Florida. Thus the native student in this study was, on the average, anywhere from one to three years younger than his counterpart who had transferred from the community college. Also the transfer student enrolled at the University of Florida is on the average three years younger than his community college counterpart registered at either one of the other two universities.

In this sample there were 1,133 "natives", of whom 10.6 percent were enrolled at the University of Central Florida; 27.4 percent at the University of South Florida; and 62 percent at the University of Florida. These "natives" were compared with 2,459 transfer students, 14.7 percent of whom were enrolled at the University of Central Florida; 42.2 percent at the University of South Florida and 43.1 percent at the University

of Florida. Distribution of both "native" and transfer students by race and sex is given in Table 17. The total sample size was 3,592. Sixty-eight percent were transfer students. This is the sample of students who were tracked through seven quarters, from the Fall of 1976 through the Spring of 1978, including the Summer term of 1977.

Table 18 summarizes the experience of these students for the seven quarters for which data was available. Each group, "native" and transfer students, was followed through what would be two academic years (1976-1977; 1977-1978). First entry in the Table is the total sample from which all loss is measured. The second entry represents students lost after two completed quarters and the actual registration of the third, Spring 1977. At that point in time the "natives" lost 8.3 percent of their original cohort as compared to 16.9 percent of the transfer population. Among the natives the greatest loss was among black females. They lost 15.4 percent of their initial cohort. Among the transfer students the greatest loss was suffered by black males with an 18.6 percent loss, followed by white males with a 17.2 percent loss. None of the students in the sample graduated during the first three quarters.

The next entry represents students lost in each cohort, during the summer of 1977, plus the three quarters; Fall of 1977, Winter of 1978 and Spring of 1978. These data refer to those students enrolled in the Spring of 1978. It reflects those who were lost in the Summer, Fall and Winter Quarters

TABLE 17

Distribution of Students in Longitudinal Study Conducted
By Division of Community Colleges by Native and Transfer
by Race and Gender, Fall 1976-1977

Race and Gender	Natives		Transfers		Total	
	Number	Percent	Number	Percent	Number	Percent
Black Males	19	1.7	43	1.7	62	1.7
Black Females	39	3.4	112	4.6	151	4.2
White Males	560	49.4	1,199	48.8	1,759	49.0
White Females	472	41.7	954	38.8	1,426	39.7
Other Males	25	2.2	76	3.1	101	2.8
Other Females	8	.7	46	1.9	54	1.5
Unclassified	10	.9	29	1.2	39	1.1
TOTAL	1,133	100.0	2,459	100.0	3,592	100.0

TABLE 18

Information Relating to Native and Transfer Students
At Different Stages in Academic Career, Fall 1976 to Spring 1978

	Natives						Total
	Black Male	Black Female	White Male	White Female	Other Male	Other Female	
# Enrolled, Fall 76	19	39	560	472	25	8	1133
# Lost, not enrolled, Spr. 77	1	6	39	38	5	0	91
% Lost, not enrolled, Spr. 77	5.3	15.4	9.0	8.0	20.0	0	8.3
# Lost, not enrolled, Spr. 78	3	5	33	21	2	1	65
% Lost, not enrolled, Spr. 78	15.7	12.8	5.8	4.4	8.0	12.5	5.7
# Graduated, 1977-78	2	11	195	216	2	2	430
% Graduated, 1977-78	10.5	28.2	34.8	45.8	8.0	2.5	37.8
# Still enrolled, Spr. 78	13	17	293	197	16	5	547
% Still enrolled, Spr. 78	68.4	43.6	52.3	41.7	64.0	62.5	48.3
Persistence Percentage	78.9	71.8	87.1	87.5	72.0	65.0	86.1
	Transfers						Total
	Black Male	Black Female	White Male	White Female	Other Male	Other Female	
# Enrolled, Fall 76	43	112	1199	954	76	46	2459
# Not enrolled, Fall 77	8	18	206	161	9	9	415
% Not enrolled, Fall 77	18.6	16.1	17.2	16.9	16.9	19.6	16.9
# Not enrolled, Spr 78	5	20	140	109	8	3	285
% Not enrolled, Spr 78	11.6	17.8	11.7	11.4	10.5	6.5	11.6
# Graduated, 1977-78	9	19	240	249	7	9	533
% Graduated, 1977-78	20.9	17.0	20.0	26.1	9.2	19.6	21.7
# Still enrolled, Spr. 78	21	55	613	435	52	25	1201
% Still enrolled, Spr. 78	48.8	49.1	51.1	45.6	68.4	54.3	48.8
Persistence Percentage	69.7	66.1	71.1	70.7	77.6	73.9	70.5

and who failed to enroll for the Spring quarter. For this period the overall loss from non-enrollment by "natives" was 5.7 percent. The largest percentage loss was found among black males, 15.7 percent and among black females, 12.8 percent. Among the transfer students the overall loss was 11.6 percent. The group with the highest loss was black females with 17.8 percent. The second highest loss was 7.6 percent among the black males.

During this seven quarter period, it is possible for some of the students to have graduated. In fact, 37.8 percent of the "native" students graduated as compared to 21.7 percent of the transfers. The group with the highest rate of graduation among the "natives" was white females with 45.8 percent. White males with 34.8 percent were second. Among blacks, 28.2 percent of the black females graduated as compared to 10.5 percent of black males. Among the transfer population the rate for graduation was highest among white females, 26.1 percent, followed by black females with 20.9 percent and white males with 20 percent.

The persistence rate utilized represents the combined percentage of those graduating by the Spring of 1978 and the percent of students still enrolled as of that date. This, in essence, combines those who have completed the baccalaureate stage of their educational goals with those who are still enrolled in the State University System. The persistence rate

of the "natives" is 16 percent higher than that of the community college transfers. The largest difference in persistence rates between "natives" and transfer students is found among white males, followed by white females, although the black males and the black females had the lowest persistence rate both in the "native" population and in the transfer population.

This study not only gives us a good estimate of retention of community college transfers into these three universities, but it allows us to compare their persistence rate with a comparable group of students who entered as freshmen and are now upper division students. The major difference between the two is that the percentage of students not enrolled at the beginning of the third quarter is twice as high for transfer students as for "natives". Although the percent of students lost during the next four quarters is less, the percentage of transfer students is still twice that of the "native" students. Among native and transfer students black males and females have the lowest persistence rate, and the lowest is found in the transfer group. Astin¹ reports that persistence rates are higher among whites than blacks, but he also found that controlling on past achievement levels and ability that blacks have higher persistence rates than whites. The data collected in the Longitudinal Study do not permit this type of analysis, however they do raise questions as to why the differential between blacks and whites is higher in the native population than among transfers.

Retention of Black Students At Florida State University

The other retention study in the State University System that was available to us was at Florida State University. The data base for this study includes information on students entering the University in the Fall of 1974, Fall 1975, Fall 1976 and Fall 1977. A series of reports were produced from a data base which tracked the progress of each entering student at each level for four subsequent fall quarters. Where the longitudinal study was designed to study one cohort through time, this study reports on three consecutive cohorts.

Junior College Transfers

The data in Table 19 deal with those students who have transferred to Florida State University from a Florida community college. Many of the students who attended Florida State University full-time could receive the bachelors degree within two years. The interpretation of Table 19 is quoted directly from the report.

The data in Table 19 deal with those students who have transferred to FSU from a Florida Community College. Many of these students who attend FSU full-time could receive the bachelor's degree in two years.

Data for the entering class of 1974 indicate that blacks persisted better than their white counterparts. By 1977, 81.8% had graduated and only 11.4% were still enrolled. While only 58.8% of the white students had graduated, 9.2% were still enrolled. A large percentage of the white students (32.0%) were not enrolled in the 1977 Fall quarter as compared to 6.8% of the blacks.

This pattern, however, breaks down for the 1975 and 1976 entering groups. For the 1975 group, fewer blacks had received degrees by 1977 (22.1% to 32.9%), more blacks were still enrolled (49.6% to 35.0%), and fewer blacks were not enrolled (28.3% to 32.1%). While persistence rates for the 1974 group were 93.2% for blacks

TABLE 19

Retention of Community College Transfer Students
in Fall 1977 by Quarter Entered

Enrollment Status Fall 1977	Fall 1974		Fall 1975		Fall 1976		Fall 1977	
	Black	White	Black	White	Black	White	Black	White
<u>Number of Students</u>								
Entering	44	1,461	113	1,618	135	1,614	142	1,512
Still Enrolled	5	135	56	566	91	1,218		
Received Degrees	36	859	25	532	-0-	5		
Other	3	467	32	520	44	391		
<u>Percent of Students</u>								
Still Enrolled	11.4	9.2	49.6	35.0	67.4	75.5		
Received Degrees	81.8	58.8	22.1	32.9	0.0	0.3		
Other	6.8	32.0	28.3	32.1	32.6	24.2		
Persistence Rate	93.2	68.0	71.7	67.9	67.4	75.8		

and 67.9% for whites, the gap had narrowed by 1975 to 71.7% and 67.8%, respectively.

The comparative persistence rate is reversed for the group that entered in the 1976 Fall quarter. A year later, the persistence rate for blacks was 67.4%, as opposed to 75.8% for white students. Of the black students, 32.6% were not enrolled while 24.2% of the whites were not enrolled. Of course, it is possible that in comparison with their white counterparts a greater proportion of the blacks who were not enrolled in the 1977 Fall quarter will eventually re-enroll and graduate. It is also possible that fewer will re-enroll and graduate.

There is, thus, a clear-cut trend in the comparative persistence rates of black and white junior college transfers. The comparative situation of blacks is worsening: their persistence rates are declining relative to those of whites. The problem appears to be a serious one."²

It is quite clear from the result of both of these studies that retention within the State University System for community college transfers is a serious problem. It is more serious for blacks than whites. The best summarizing measure is the persistence rate. In the "Longitudinal" Study it is estimated that in the seven quarter period, 30 percent of the students who transferred dropped out of school.

TABLE REFERENCES

¹Table 17 and Table 18 compiled from computer runs from Longitudinal Study 1976-1977, Conducted by Division of Community Colleges.

²Table 19 compiled from Retention of Community College Transfer Students in Fall of 1977, Florida State University.

FOOTNOTES

¹Astin, Alexander The Myth of Equal Access in Public Higher Education, Southern Education Foundation, Atlanta, Georgia, 1975.

²Florida State University, Retention of Community College Transfer Students in the Fall of 1977, Tallahassee, Florida.

TIER TWO - DISTRIBUTION OF BACHELOR'S DEGREES

All nine of the universities award bachelor's degrees. Statistics are not tabulated in such a way as to identify students who entered through the community colleges. The best that can be done is to analyze the data by type of institution in the two-tiered system: the upper-divisional and four-year universities. It can be assumed that the graduates of the upper-division universities are students who come through the community college system with the four-year universities having a combination of students from both routes.

A summary of the number and distribution of bachelor's degrees by type of university is given below. The number of bachelor's degrees awarded to both blacks and whites followed the same pattern in the three years under consideration; they increased in 1977-78, then declined in 1978-79. For the three year period the number of degrees awarded to blacks increased 10.4 percent and to whites an increase of 2.1 was realized.

	<u>1976-1977</u>		<u>1977-1978</u>		<u>1978-1979</u>	
	<u>B</u>	<u>W</u>	<u>B</u>	<u>W</u>	<u>B</u>	<u>W</u>
Florida A & M	579	23	683	55	518	89
4-Year	442	12,288	533	12,985	585	11,906
Upper-Div.	289	4,757	303	4,593	343	4,438
TOTAL	1,310	17,068	1,456	17,633	1,446	17,433

We saw in the section on undergraduate enrollment the shift in enrollment of blacks to the Traditional White Institutions. The consequence of this can be seen in the shift of black

graduates. In 1976-77, 44.2 percent of blacks received their degree from Florida A & M University. By 1978-79 only 35.8 percent were awarded by Florida A & M University. The other four-year universities awarded 33.7 percent in 1976-77, but increased in 1978-79 to awarding 40.5 percent. The upper-division universities increased slightly from awarding 22.1 percent to 23.7 percent of all degrees awarded to blacks. The awarding of degrees to white students is left largely to the Traditional White Institutions. The four-year universities have increased their proportion of degrees awarded from 72.1 percent to 74.6 percent.

Although the four-year Traditional White Institutions grant a larger proportion of bachelor's degrees to blacks, black representation is higher in the upper-division than in the four-year institutions. In 1976-77, 3.6 percent of degrees awarded went to blacks as compared to 5.7 percent in the upper-division institutions. In 1978-79, 4.7 percent were awarded to blacks in four-year institutions as compared to 7.2 percent in upper-division institutions.

Representation of blacks in the receiving of the bachelor's degree varies greatly among the eight Traditional White Institutions. Table 20 presents the statistics for the three years under consideration by institutions. The lowest representation for all three years is found at the University of Florida and the highest at Florida International University. Representation

TABLE 20

BACHELOR'S DEGREES AWARDED BY INSTITUTION
FOR 1975-76 AND 1976-77

STATE UNIVERSITIES PREDOMINANTLY WHITE INSTITUTIONS	1975-76				1976-77			
	TOTAL DEGREES	NON-HISPANIC		PERCENT BLACK	TOTAL DEGREES	NON-HISPANIC		PERCENT BLACK
		WHITE	BLACK			WHITE	BLACK	
FLORIDA ATLANTIC UNIVERSITY	1420	1352	68	4.79	1337	1238	55	4.11
FLORIDA STATE UNIVERSITY	3773	3251	150	4.21	3799	2272	157	5.16
UNIVERSITY OF FLORIDA	4998	4666	126	2.52	4920	4509	125	2.54
UNIVERSITY OF SOUTH FLORIDA	3566	2778	116	3.23	3027	2512	160	4.18
UNIVERSITY OF CENTRAL FLORIDA	1657	1503	41	2.47	1604	1612	51	3.03
UNIVERSITY OF WEST FLORIDA	2414	1321	71	5.02	1327	1211	67	5.02
FLORIDA INTERNATIONAL UNIVERSITY	2211	1448	110	4.90	2243	1405	137	6.11
UNIVERSITY OF NORTH FLORIDA	609	636	40	5.72	747	659	44	5.89
PREDOMINANTLY WHITE INSTITUTIONS	19768	17045	731	3.70	19004	17578	836	4.28
FLORIDA A AND M UNIVERSITY**	600	23	570	95.00	603	55	620	99.78
STATE UNIVERSITY SYSTEM	20377	17068	1310	6.43	20567	17633	1456	7.08

*TOTAL INCLUDES AMERICAN INDIANS OR ALASKAN NATIVES, ASIAN OR PACIFIC ISLANDERS, HISPANICS, BLACKS, WHITES, AND NON-RESIDENT ALIENS. TOTAL DOES NOT INCLUDE THOSE STUDENTS WHO DID NOT ELIGIBLE TO REPORT RACE. TOTAL INCLUDES FULL AND PART-TIME UNCLASSIFIED STUDENTS.
**PREDOMINANTLY BLACK INSTITUTION.

TABLE 20 (Continued)

BACHELOR'S DEGREES AWARDED BY INSTITUTION
FOR 1977-78

STATE UNIVERSITIES

1977-78

PREDOMINANTLY
WHITE INSTITUTIONS*
TOTAL
DEGREES

NON-HISPANIC

WHITE

BLACK

PERCENT
BLACK

FLORIDA ATLANTIC UNIVERSITY	1365	1230	64	4.66
FLORIDA STATE UNIVERSITY	3695	3165	211	5.71
UNIVERSITY OF FLORIDA	4897	4525	141	2.86
UNIVERSITY OF SOUTH FLORIDA	3775	3429	175	4.64
UNIVERSITY OF CENTRAL FLORIDA	1091	1787	58	3.07
UNIVERSITY OF WEST FLORIDA	1273	1149	77	6.05
FLORIDA INTERNATIONAL UNIVERSITY	2146	1390	153	7.12
UNIVERSITY OF NORTH FLORIDA	747	669	49	6.56
PREDOMINANTLY WHITE INSTITUTIONS	19709	17344	529	4.66
FLORIDA A AND M UNIVERSITY **	620	89	510	82.58
STATE UNIVERSITY SYSTEM	20409	17433	1446	7.89

*TOTAL INCLUDES AMERICAN INDIANS OR ALASKAN NATIVES, ASIAN OR PACIFIC ISLANDERS, HISPANICS, BLACKS, WHITES, AND NON-RESIDENT ALIENS. TOTAL DOES NOT INCLUDE THOSE STUDENTS WHO DID NOT ELECT TO REPORT RACE. TOTAL INCLUDES FULL AND PART-TIME UNCLASSIFIED STUDENTS.

**PREDOMINANTLY BLACK INSTITUTION.

of blacks in the two-tier system decreases as one progresses through the various stages. Representation in this final stage, graduation, is low in the Traditional White Institutions, but of these the four-year institutions have the lowest.

TABLE REFERENCES

¹Table 20 reproduced from Desegregation Status Report, 1977-1978 and 1978-1979.

TIER TWO - GRADUATE AND PROFESSIONAL PROGRAMS

The major assessment of the two-tier system in Florida rests on the impact of undergraduate education. The traditional break in the educational process comes after receiving the bachelor's degree. Since published data are not kept by type of undergraduate educational background of students enrolled, we were unable to choose students coming through the two-plus-two system except in two programs at Florida State University. The School of Law made available the student files on the entering Class of 1979. The active files could only be reviewed at the break between quarters. The second program was the PIMS (Program In Medical Science) which recruits students in the senior year and carries them through the first year of medicine. They then transfer to the University of Florida, College of Medicine. In the case of the PIMS program, their staff compiled the information and in some cases it is not as complete as we would like it to be.

Florida State University School of Law

There were 1,395 applicants from the Class of 1979. Table 21 gives the distribution by race and gender and type of education experience. Of that number, 258 or 18.5 percent came through the two-plus-two system. There must be a self-selection factor operating here since over 60 percent of all undergraduate enrollment in Florida is in the community college.

The School of Law accepted 12 percent of the applicants into the Class of 1979. Table 22 gives the distribution of those

TABLE 21

Distribution Of All Applicants For Admission To Law School,
Florida State University, 1979

	<u>4 Year</u>		<u>2 + 2</u>		<u>Total</u>	
	Number	Percent	Number	Percent	Number	Percent
Black Males	29	2.5	9	3.5	38	2.7
Black Females	33	2.9	4	1.6	37	2.6
Hispanic Males	34	3.0	26	10.1	60	4.3
Hispanic Females	14	1.2	6	2.3	20	1.4
White Males	772	67.8	154	59.6	926	66.2
White Females	256	22.6	59	22.9	315	22.5
Total	1138	100.0	258	100.0	1395	100.0

TABLE 22

Distribution Of Applicants Accepted For Admission To Law School,
Florida State University, 1979

	<u>4 Year</u>		<u>2 + 2</u>		<u>Total</u>	
	Number	Percent	Number	Percent	Number	Percent
Black Males	3	2.2	0	-	3	1.8
Black Females	3	2.2	0	-	3	1.8
Hispanic Males	1	.8	1	2.9	2	1.2
Hispanic Females	2	1.5	0	-	2	1.2
White Males	84	63.2	28	82.4	112	67.1
White Females	40	30.1	5	14.7	45	26.9
Total	133	100.0	34	100.0	167	100.0

students accepted. Twenty percent of the entering class had a community college background. This is slightly higher than their representation in the applicant's pool. Black representation is slightly less, 3.6 percent, among the accepted group than in the pool of applicants, 5.3 percent.

Although as a group community college students were accepted proportional to their representation in the applicant's pool, the percent accepted differed by race and gender. Table 23 presents this information. The percent accepted was greater among four-year college graduates for all except white males. It is not clear why there was such a high percent accepted among white males with a two-plus-two background.

TABLE 23

Percent Accepted by Race And Gender By Type
Of Educational Experience;
FSU School of Law, 1979

Race and Gender	Percent Accepted	
	Four Year	Two plus Two
Black Males	10.3	0.0
Black Females	9.1	0.0
White Males	10.9	18.2
White Females	15.6	8.5
TOTAL	11.7	13.2

Although students with community college backgrounds were accepted proportional to their representation in the applicant's pool, this was accounted for by the high percent of white males accepted. Self selection as well as counseling and advising may account for the low percent of applicants applying with a community college background.

Program in Medical Science

Although we were unable to secure records from either of the two medical schools, we were able to get records on a new program at Florida State University that recruits and gives the first year courses offered in the College of Medicine at the University of Florida. This program is called PIMS and is the first year of medical school given at Florida State University. After the first year they will enter the University of Florida for their second year of medicine.

Students are admitted to this program as "rising seniors" and are recruited from Florida A & M University or Florida State University.

The Class of 1978 represents those students who will take their first year of medicine in the academic year 1977-78 and will enter medical school in the Fall of 1978. There were 134 applicants for this class; 54, or 40 percent, were transfer students. The race and gender composition of this group was as follows:

1 Black Female	1.9 Percent
38 White Males	70.3 Percent
15 White Males	27.8 Percent
<u>54</u>	<u>100.0 Percent</u>

From this pool, 30 students or 22.4 percent were admitted to the program. Community college transfers composed 50 percent of the accepted group. The race and gender composition of the accepted group was as follows:

2 Black Males	6.7 Percent
1 Black Female	3.3 Percent
15 White Males	50.0 Percent
<u>12 White Females</u>	<u>40.0 Percent</u>
30	100.0 Percent

The percent accepted from the transfer pool of applicants is as follows:

100 Percent of Black Females
18 Percent of White Males
46 Percent of White Females

Unfortunately data were not available on the characteristics of the non-transfer student for either year.

In the class of 1979-80 there were 112 applicants. Of these, 38, or 33.9 percent, were transfer students. No black who had a community college background applied for the program. Sixty-three percent of the pool of community college applicants were white males, 34.2 percent were white females, and one was an Hispanic male.

This program accepted 25.9 percent of all applicants and 25.7 percent of transfer students. No blacks entered the program during this academic year.

This small and unique program which recruits and trains students through the first year of medicine, has like the Law School, admitted students with community college backgrounds proportional to their representation in the applicant pool. Self selection as well as counseling and advising are factors in the small numbers of black community college students applying.

SUMMARY

One of the objectives of the two tier system was to extend post secondary education to all the people of Florida from 18 to 65 years of age. The community colleges were identified as the main educational avenue to accomplish this for the freshman and sophomore years. Within the State University System, transfers from the community college would feed into the four-year and upper division institutions at the junior level where they would complete their undergraduate education. In this process the community colleges were defined as open door colleges to relieve the enrollment pressure on the four-year universities.

Also Florida, as one of the states involved in the Adams-Califano litigation, has a commitment to increase the number and representation of black students in the Florida system of public higher education. The community colleges have been defined as open door institutions and the point of entry for minority students. It is obvious that in the process of achieving the first goal, the community colleges will be the point of entry for the majority of all students seeking a college degree.

The pattern of enrollment in the two tier system from 1970 to 1978 speaks to the success of the first objective as the proportion of total undergraduate enrollment in community colleges increased from 55 percent in 1970 to 61.2 percent in 1978. The proportion of black undergraduates in community colleges has increased more rapidly than for whites. In 1970, 54.2 percent of all blacks enrolled were in community colleges and by 1978

the percent had increased to 65. White undergraduate enrollment in community colleges increased from 55.2 percent to 61 percent in 1978. Even more impressive than the concentration of total undergraduate enrollment in the community college is the concentration of first-time entrants of high school graduates. In 1977, 75 percent of all white high school graduates entered through the community colleges and in 1978 this had increased to 77 percent. This can be compared to 78.2 percent of all black high school graduates who entered in 1977 and 79.4 percent in 1978. The community colleges have assumed the burden of undergraduate enrollment, but a higher proportion of blacks are enrolling than are whites.

Undergraduate black enrollment almost doubled from 1970 to 1976. The community colleges absorbed 70 percent of the increase. During the period 1976 to Fall 1978, black enrollment declined slightly, but more distressing was the decline in 1978. The majority of this loss was suffered at the community college level. At the same time white enrollment increased slightly.

To best evaluate how well the two tier system is fulfilling its commitment of equal access, retention, and progression of black students, specific control points were identified in the flow of students. At each point, there was a differential loss by blacks which reduced the representation of blacks in the flow of students moving through the system. At each control point, we have identified the structural reasons for these differential losses by blacks.

The first point of entry of students into the system is enrollment of high school graduates. Parity analysis indicated a deficit of blacks for both 1977-1978 and 1978-1979, for both the community college system and the State University System. At this point, the absolute loss in black students to the system was 1,712 for 1977-1979 and 2,915 for 1978-1979.

The second control point was at the disjunction of the two systems, where Associate of Arts recipients transferred to the State University System. We have two estimates of the rate of progression from one system to the other. The first study indicates a differential in progression rate of nine to fourteen percent. The second, from fourteen to thirty-one percent. If you use these two studies as high and low estimates of differential loss, it will result in an absolute loss in black students of a low 151 to a high of 343 in 1977-1978. In 1978-1979, it would result in a low of 244 and a high of 554.

The final control point in the system is the retention of community college transfers in the State University System. Two studies, the Division of Community College Longitudinal Study for 1975-1976 Transfers and the Florida State University Retention study for three years have pointed up differential losses by blacks.

Inherent in the structure of the two-plus-two system are disadvantages which work against an even flow of students. First, its dual responsibility for recruiting high school graduates, i.e., Division of Community College and the five four year universities in the State University System, and second,

the segmented nature of educational responsibility which requires approximately 60 percent of the freshman and sophomores to transfer, resulting in differential losses to black students.

Special mention should be made of the role of Florida A & M University, the only traditional black institution in the State University System. In accordance with the HEW Criteria, there is a commitment to increasing the total proportion of white students attending this institution. In 1970, less than two percent of its enrollment was white. In 1978, it had increased to 8.4 percent. This represents an increase from 58 to 381 white students. On the other hand, in 1970 Florida A & M University enrolled 37 percent of all blacks in public higher education. By 1978 it enrolled only 15.4 percent of all blacks. Representation of blacks in the student body decreased only 6.7 percent between 1970 and 1978.

Tracing the community college graduates past the bachelor's degree was almost an impossible task. The two limited studies we made indicate that very few blacks choosing the two-plus-two route applied for admission to the two professional programs, law and medicine, and the few who did were not admitted to Law School. White applicants taking the two-plus-two route have a better chance. It is the white applicant who is admitted who brings the representation in the acceptance group proportional to the applicant pool.

The Florida System of Higher Education is one approach to redirecting the flow of students seeking a college education into

community colleges. Compared to other states where there are large concentrations of blacks in two-year colleges, the Florida System has not provided a solution to several common problems inherent in this approach. First, the problem of increased underrepresentation of blacks at the upper levels of the educational system. Concentration of blacks in the lowest stratum of the system does not guarantee that the entire system has accorded access to blacks. This is particularly severe in the Florida System within the predominantly white four-year universities. Second, the loss of black students at the point of transfer to senior institutions is substantial. This is true for Florida, as well as other states with large concentrations of blacks in community colleges.

Needed Research

This study identified points in the two-plus-two system where loss of black students was significant. Further research is needed in the retention of black students on community college campuses who are seeking the Associate of Arts degree.

The significant loss of black students at the point of transfer from the community colleges to the State University System is severe. Little is known as to why this loss occurs. Do they find jobs in their own community? Do they postpone their goals to a later date?

Finally, retention studies should be conducted within the State University System of black graduates of community colleges for both the four-year as well as the upper-division institutions. More answers are needed as to the differential loss of black students.

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